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Health and Personal Life Skills 8



Learning Facilitator's Manual

Health and Personal Life Skills 8

**LEARNING FACILITATOR'S
MANUAL**



NOTE: This Health and Personal Life Skills 8 Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

This document is intended for	
Students	
Teachers (Health and Personal Life Skills 8)	✓
Administrators	
Parents	
General Public	
Other	

Health and Personal Life Skills 8
Learning Facilitator's Manual
Modules 1-6
Alberta Distance Learning Centre
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Cover photo: JIM WHITMER PHOTOGRAPHY

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Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the student module booklets, assignment booklets, or the sample final test. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the **latest enhancements or minor upgrades** for your Learning Facilitator's Manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0, Attention: Instructional Design and Development.



ADLC Learning Facilitator's Manual Registration Card

First Name

Surname

School Name

School Phone Number

School Address

City

Postal Code

Course Title

Approximate Date of Purchase



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill this out.



We look forward to hearing from you!

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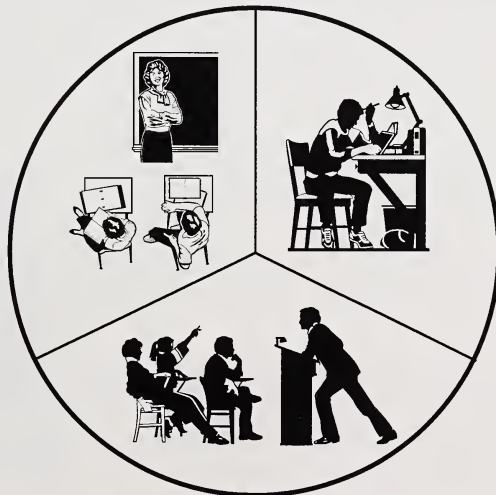
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Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

- ☐ Small Schools Teacher
 - ☐ inexperienced
 - ☐ experienced, but in other subject areas
 - ☐ experienced in teaching health and personal life skills, but wanting to try a different approach
- ☐ Distance Learning Teacher
 - ☐ travelling to schools within the jurisdiction
 - ☐ using facsimile and teleconferences to teach students within the area
- ☐ Larger Schools Teacher
 - ☐ inexperienced
 - ☐ experienced in teaching health and personal life skills, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Education Program of Studies for Health and Personal Life Skills 8. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Health and Personal Life Skills 8 when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new learning package and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The module booklets, assignment booklets, and LFM's are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Philosophy and Rationale

The Health and Personal Life Skills 8 curriculum emphasizes students' growth in knowledge, attitudes, and lifelong skills which will enable young adults to assume the responsibilities for healthy living which encompasses the four health dimensions – physical, intellectual, social/personal, and ethical/moral. The curriculum was designed to help students recognize their potential and become aware of alternatives that may improve their life-styles.

Decision-making skills are emphasized throughout the curriculum in order that students might learn to accept personal responsibility for their life-style choices.

Since the school is a significant contributor to the environment of adolescents, it is responsible for assisting them in seeing themselves as important individuals with unique characteristics, capabilities, skills, and limitations. Recognizing these qualities prepares adolescents to live in a fast-paced and rapidly changing society.

For the Health and Personal Life Skills 8 Program to be effective, the roles of the various partners in the health education process (parents, educators, and community resource personnel) must be recognized and appreciated. The sharing and exchanging of information between these partners in this process encourages ongoing health education. This education gives students the knowledge, attitudes, skills, and lifelong behaviours to enable them to assume responsibility for healthy living and for personal and social well-being.

Themes

This curriculum centres on five themes:

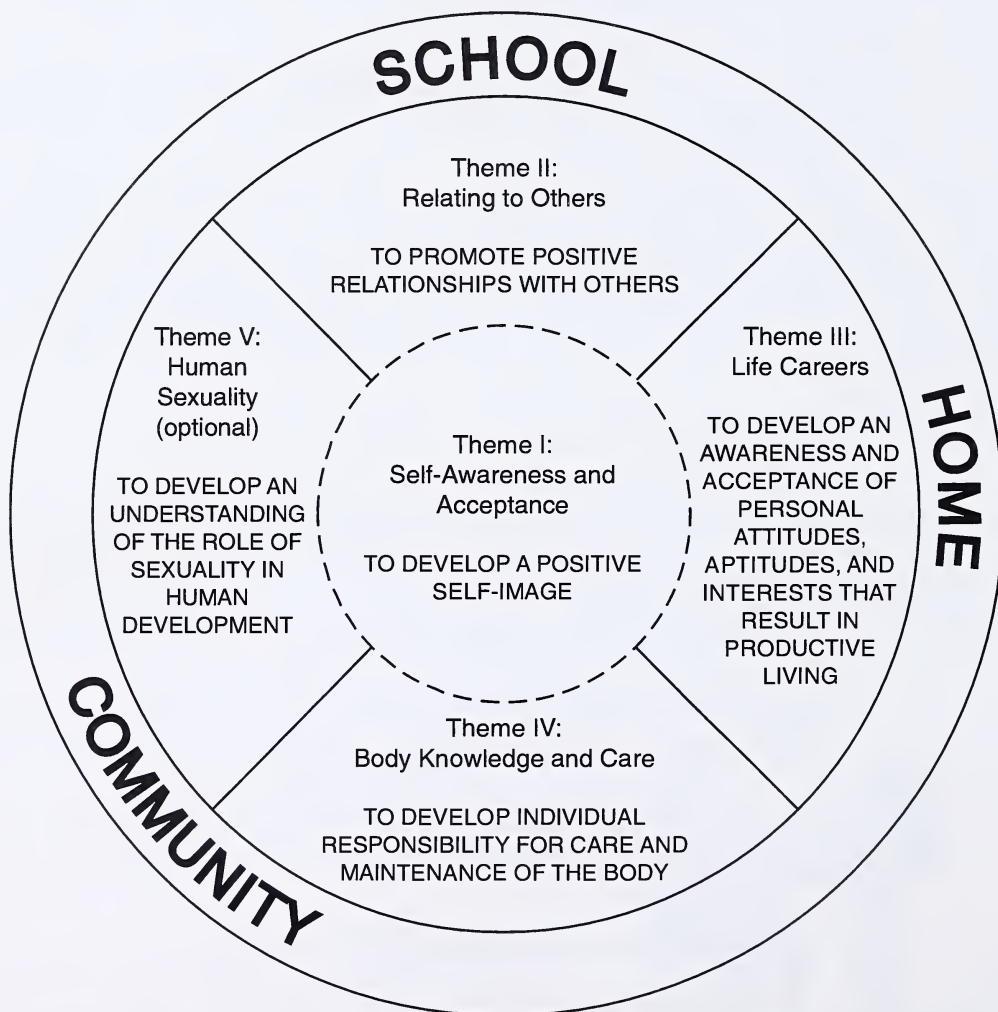
- Theme I: Self-Awareness and Acceptance (Module 1)
 - self
 - feelings
 - decision making
- Theme II: Relating to Others (Module 2)
 - peers
 - family
- Theme III: Life Careers (Module 3)
 - career awareness and preparation
 - career planning
- Theme IV: Body Knowledge and Care (Module 4)
 - nutrition
 - safety and accident prevention
 - drug use and abuse

- Theme V: Human Sexuality (Module 5 – Optional)
 - puberty
 - reproduction
 - decision making

or

- Culminating Project (Module 6)

If the Culminating Project is chosen, the student should be encouraged to begin working on it early in the course.

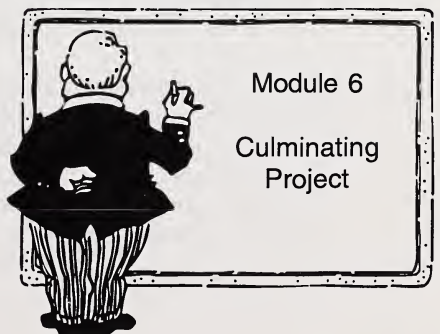
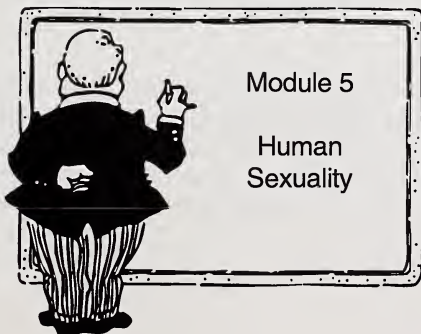
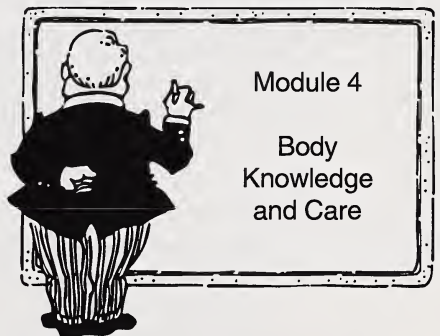
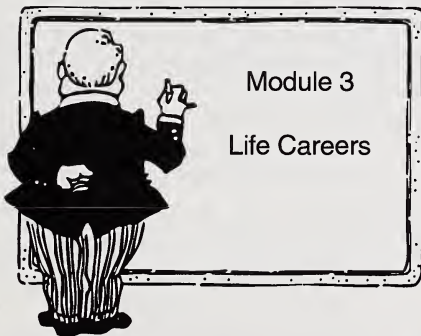
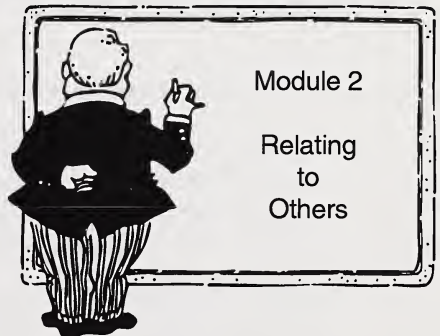
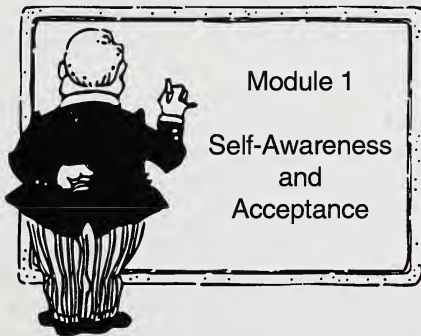


¹ Alberta Education Curriculum Branch for the illustration from *Health and Personal Life Skills: Curriculum Guide*, 1986 edition.

Overview of Health and Personal Life Skills 8

Health and Personal Life Skills 8 is aimed at helping students live effectively in today's society. It introduces students to lifelong skills, including knowledge, attitudes, and behaviours. These skills will enable them to assume the responsibility for healthy living and to balance their moral, intellectual, social, and physical selves.

Since healthy lifestyles depend on students' abilities to make positive decisions, the course places much emphasis on decision making. The decision-making process enables students to cope positively with the fast-paced and rapidly changing world. Students are made aware of how their values, the values of their families and communities, peer pressure, and advertising influence their decision making.



Required and Elective Components

Each theme in the curriculum has a required component and an elective component. The required component prescribes that the topic must be addressed. However, the teacher has the flexibility within each theme to adapt, vary, increase, or decrease the content and to use a variety of approaches to meet the needs of the students and community. For example, in Theme IV: Body Knowledge and Care, Subtheme D – Safety and Emergency Procedures, the concept of accidents has been identified as an elective component. While teachers must address this topic, they may wish to teach the content in whatever detail and depth they feel is necessary and appropriate for their students.

The optional component dictates that the teacher can choose to either cover certain topics or not cover those topics. For example, Theme V: Human Sexuality, is optional. Teachers may or may not address the topic depending on how necessary and appropriate they feel the topic is for their students.

Human Sexuality, Theme V (Optional)

Most junior high school students are very interested in and motivated to learn about human sexuality. They are going through a period of great physical change – part of which is related to their sexuality. One of their major tasks is to become comfortable with their own sexuality – to accept themselves as sexual individuals and to understand what sexuality is all about in the context of society.

Theme V: Human Sexuality is an optional theme that focuses on both providing accurate information and clarifying students' attitudes, values, and behaviours. In this module, students are given the opportunity to examine attitudes, values, and behaviours regarding sexuality.

Upon completion of this module, students will be more knowledgeable about their own and others' sexuality. They will feel more comfortable with their own sexuality, and they will be better prepared to make more responsible decisions regarding their expressions of sexuality.

Subthemes for the Grade 8 module include puberty, reproduction, and decision making. Emphasis is placed on

- function of hormones
- physical and emotional changes
- sexual intercourse and conception
- reproduction and birth
- respect and sexuality
- external influences on sexual attitudes
- exploitation
- forms of sexual expression
- avoidance of pregnancy
- sexually transmitted diseases
- assertiveness

Before instruction of the human sexuality theme is offered to students, it is required by Alberta Education that school boards receive parental approval for each student to take the optional theme. Having a parent information night to meet the teacher(s) is useful for enhancing community acceptance of the human sexuality theme. It allows the parents to preview the learning resources and the teaching concepts. If the program is offered, it is important that the parents be kept informed and involved in the program through letters and parental meetings.

If students choose not to complete the human sexuality module, they must do Module 6: Culminating Project. Module 6 is intended as an alternate module to be completed by those students who decide not to complete Module 5: Human Sexuality. The students are encouraged to expand their exploration of topics covered in other Grade 8 modules, particularly those relating to self-awareness, acceptance, and relating to others. Students can choose from several culminating projects and should be encouraged to choose their projects early in their study of Health and Personal Life Skills 8.

The Decision-Making Process

The ability to make sound decisions is crucial to an individual's development. The curriculum focuses on responsible decision making in order for students to make life-enhancing decisions. Students are encouraged to exercise their decision-making skills through the use of the decision-making process. The steps in this process are as follows:

- Step 1: Identify the problem.
- Step 2: Assess information sources and list possible choices.
- Step 3: Consider all possible alternatives – pros and cons.
- Step 4: Make a decision based on the pros and cons of each alternative.
- Step 5: Determine a course of action.
- Step 6: Accept responsibility.
- Step 7: Put an action plan into effect.
- Step 8: Evaluate results.
- Step 9: Continue or reassess.

The curriculum concentrates on the importance of decision making. These skills, if gained by students, will enable them to take responsibility for their own choices.

Partners in the Process

The teaching of the Health and Personal Life Skills 8 curriculum is most effective when there is sharing among the concerned groups – the home, the school, and the community. To get the parents involved, it is best to keep them well-informed about the curriculum.

At all times, teachers have to keep in mind the psychological makeup of adolescents. Teachers must be familiar with adolescent characteristics and interests when planning and preparing health learning materials.

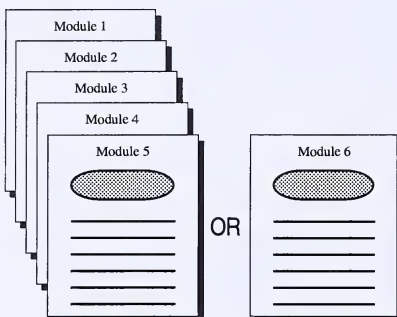
Involving the community resource personnel (various agencies, organizations, and government agencies) adds much value to the Health and Personal Life Skills 8 course.

Structure of the Learning Package

Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

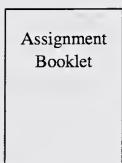
The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, video, computer, or laser videodisc formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, for faxing, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

Media



VIDEOCASSETTE



COURSE
AUDIOCASSETTE
(providing general
teacher guidance)

The package also includes references to media. Optional videos have been mentioned at various points in the modules. A list of the optional videos is included on the following page. More information about the videos can be found within the LFM.

A special audiocassette features a teacher guiding the student through the course. The appearance of the teacher icon reminds students that there is this additional help available. If the students are working individually, you may find this cassette a valuable asset. If you are working in a large group, you may wish to guide the students yourself.

Textbooks and Reference Books



The prescribed textbook for Health and Personal Life Skills 8 for Modules 1 to 4 is *Lifestyle 2* by Judith Campbell (Toronto: Globe/Modern Curriculum Press, 1986). *Growing through Knowing – Issues in Sexuality, Book 2* by Dianne Kieren (Toronto: GLC Publishers, 1988) is the textbook that accompanies Module 5: Human Sexuality. These basic learning resources are available for purchase from the Learning Resources Distributing Centre (LRDC).

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">• audiocassette player	<ul style="list-style-type: none">• prepared audiocassettes (come with learning package)	<ul style="list-style-type: none">• LFM for Health and Personal Life Skills 8• one complete set of module booklets (Modules 1 through 4 and either Module 5 or 6) and accompanying assignment booklets for each module for each student• There is a final test.

Videocassettes used in the course may be available from the Learning Resources Distributing Centre or ACCESS Network. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">• VCR	<ul style="list-style-type: none">• Optional Videos – The list of videos is provided in the suggested answer section of the LFM.	

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

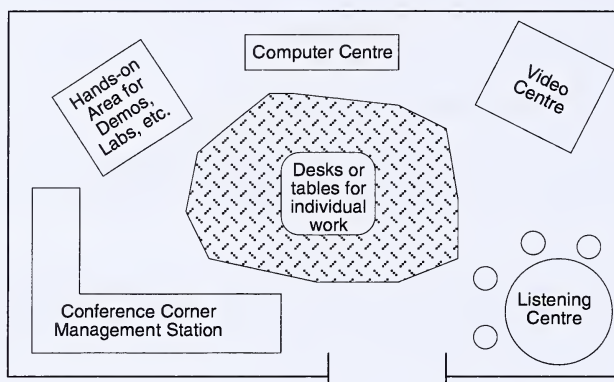
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

Some solutions, models, explanations, and guides are included in the appendix of every module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking. The remaining answers for the student activities and the module assignments are included in this LFM. You may decide to set up an answer station with colour-coded cards, or you may want the students to come to you to discuss the activity together. As you and the student become more comfortable with an individualized system, you might increase the student's responsibilities – spot checking only to reinforce proper behaviour and to assess the student's day-to-day progress.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

Health and Personal Life Skills 8		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Final Test
<i>Billy Adams</i>	P							
	A							
<i>Louise Despins</i>	P							
	A							
<i>Violet Klaissian</i>	P							
	A							
P = Projected Completion Date A = Actual Completion Date								

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

Health and Personal Life Skills 8	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Year's Average	Final Test	Final Mark
<i>Billy Adams</i>	67	65	54	47	78	67	63		
<i>Louise Despins</i>	43	50	54	55	48	42	49		
<i>Violet Klaissian</i>	65	65	66	68	67	70	67		

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despina	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively, etc.?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for the student. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

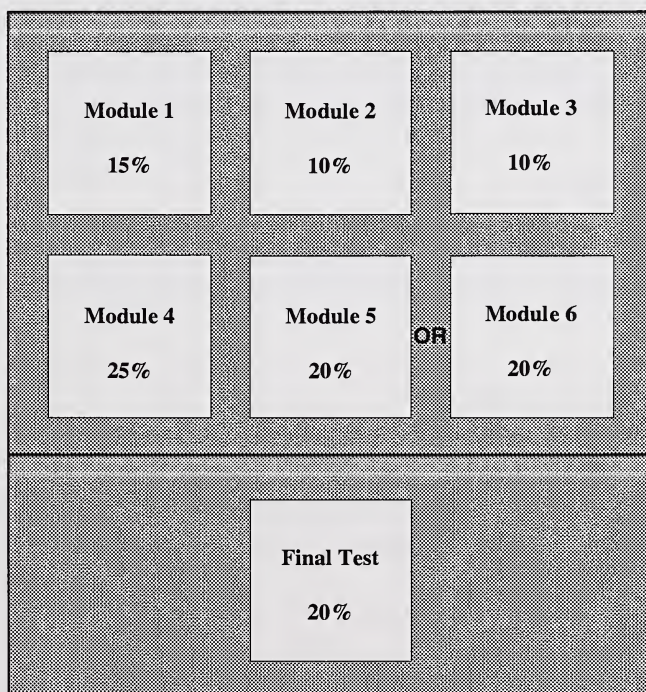
Informal Evaluation: Assignments

Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated, and that all students clearly understand what is expected.

Final Test

All LFM's include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, and glossary)
- interpreting graphs and charts

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

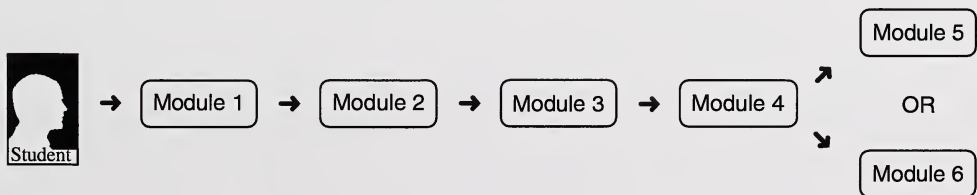
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.

It is recommended that you start with Module 1 because of the natural sequence of the modules. The decision-making skills learned in Module 1 can be applied to making decisions about relationships, career planning, health and safety responsibilities, and sexual issues in the subsequent modules.



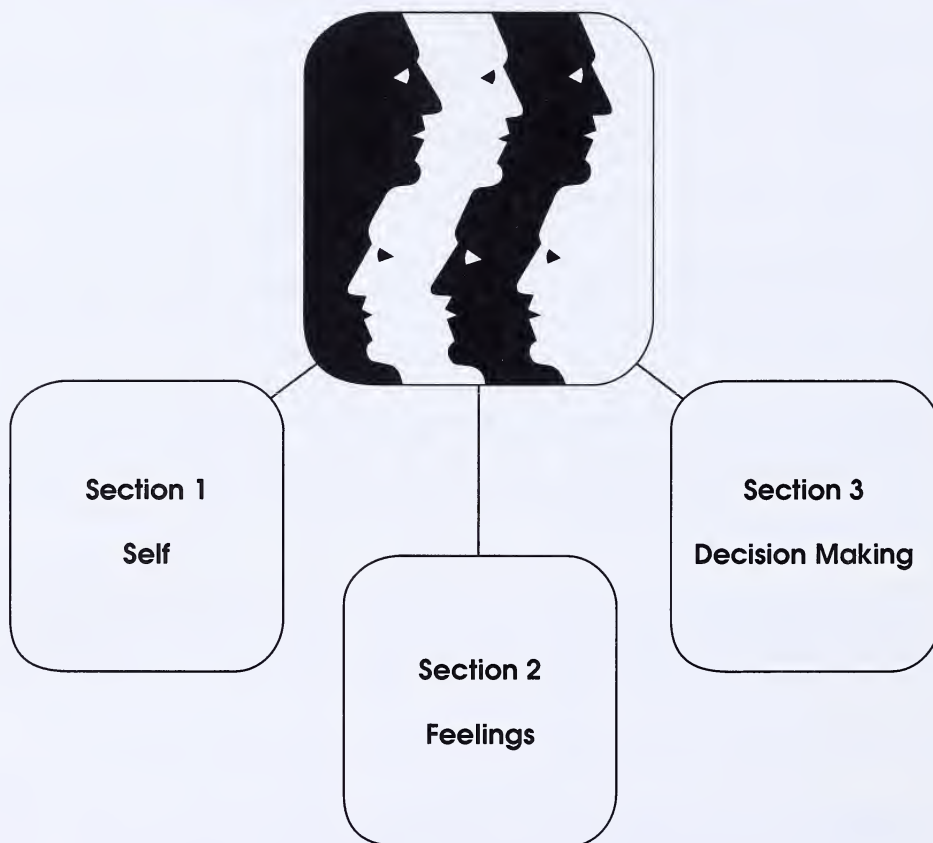
Module 1: Self-Awareness and Acceptance

Overview

This module focuses on students gaining an awareness of self. It takes students through the development of self-concept with emphasis on the importance of a positive self-image. In Section 2, students are introduced to the management of emotions and appropriate expressions of emotions. Values and decision making complete the module.

The emphasis on personal reflection and self-awareness implies a certain amount of tolerance for student growth. Positive feedback on assignments as well as positive personal interaction helps foster a positive image.

Module 1: Self-Awareness and Acceptance



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	35 marks
Section 2 Assignment	25 marks
Section 3 Assignment	40 marks
TOTAL	100 marks

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme 1 – Self-Awareness and Acceptance – at the Grade 8 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

- *Being Yourself, Teacher Resource Book*
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes II, III, IV.
- *Choices for Living 8, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.
(Teacher Resource)
Note: Also used for Grade 8 – Themes II, III, IV.
- *Lifestyle 2 Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes II, III, IV.
- *What Do You Like About Yourself? Developing a Positive Self-Concept!*
Slater, S. and L. Cibrowski. Washington, D.C.: Home Economics Education Association, 1982.
(Teacher Resource)
Note: Also used for Grade 7 – Theme I and Grade 9 – Theme I.

The following is a suggested video that is appropriate for use in this module:

- *Your Choice . . . Our Chance: I Think I Am (Self-Concept)*

Section 1: Self

Key Concepts

- self-concept
- effects of positive and negative treatment
- relationship between self-concept and behaviour
- stereotyping
- sexual double standard

Section 1 introduces students to the concept of self-awareness. Emphasis should be on strengths, interests, and abilities of individuals and the uniqueness of each person. Acceptance of one's self has a positive impact on all facets of daily living.

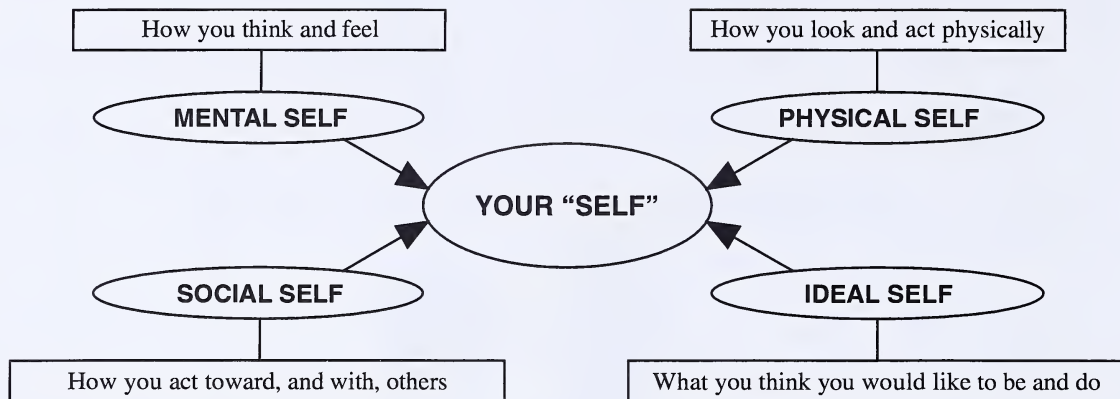
Teaching Suggestion

The video entitled *Your Choice . . . Our Chance: I Think I Am (Self-concept)* will be helpful in introducing concepts in Section 1. The video enables students to recognize positive and negative self-concepts and to understand how a positive self-concept helps them respond better to stressful situations and to resist alcohol and other drug use and abuse.

Suggested Answers

Section 1: Activity 1

1.



2. Answers will be personal. Following are some suggestions for words students may have chosen to describe themselves:

- | | | | | |
|--------------|----------------|---------------|--------------|-----------------|
| • ambitious | • energetic | • interesting | • practical | • short |
| • active | • enthusiastic | • jealous | • poor | • sympathetic |
| • afraid | • fair | • jumpy | • positive | • sleepy |
| • bored | • friendly | • kind | • quiet | • thoughtful |
| • bright | • gentle | • loving | • reliable | • trusting |
| • brave | • graceful | • lively | • respectful | • talkative |
| • clever | • hurtful | • musical | • slow | • tall |
| • caring | • helpful | • mean | • silly | • thin |
| • calm | • healthy | • noisy | • serious | • talented |
| • confident | • honest | • organized | • sensitive | • understanding |
| • dependable | • happy | • perky | • sociable | • vivacious |
| • dreamy | • intelligent | • peppy | • stable | • warm |
| • determined | • imaginative | • pleasant | • strong | • wise |

If students are having difficulty thinking of words, a magazine or a dictionary can be used for ideas.

Section 1: Activity 2

1. Some things you can do to make yourself feel more positive include the following:

- You can look at your strengths and positive features and emphasize them.
- Remind yourself that others, such as your family, friends, and classmates, care about you.
- Think about ways to contribute to your family, friends, teammates, and classmates.
- Say to yourself, “No matter what anyone says or does to me, I am a worthwhile person!”
- Think good thoughts about yourself and believe in yourself.
- Do not put yourself down. You are human. Everyone makes mistakes sometimes. Try to learn from your mistakes. Try not to let them get you down.

2. Following are some suggestions that can be used for making another person feel more positive:

- Say only good things about the person.
- Listen carefully when the person is speaking.
- Find something to compliment the person on; for example, clothes he or she is wearing.
- Ask the person about some of his or her interests.
- Sympathize with the person if he or she has had a setback.

Additional suggestions may include inviting the person to your home for supper or asking the person to do something with you on the weekend.

3. Following are suggestions for what other people could do for you that would help you feel more positive:

- Listen to you when you are speaking.
- Compliment you on what you're wearing.
- Ask you about one of your interests.

Additional suggestions might include inviting you to their house for supper or asking you to do something on the weekend with them.

The similarity of the answers to questions 2 and 3 is meant to emphasize the idea that the way you like to be treated is also the way others like to be treated. The answers to both questions do not have to be identical. However, if students are having difficulty, use one or more of the provided answers to help get the idea across.

Section 1: Activity 3

1. a. Although Jeroen would be disappointed, he might thank the store owner for considering his application and try another job ad. He could also ask the store owner to give him some idea as to why he did not get the job.
- b. Jeroen might be rude to the store owner and possibly be in a bad mood toward others around him. When speaking to the store owner, Jeroen would probably not look him in the eye. He might speak very softly. Jeroen could, on the other hand, be brave and brag that it did not matter whether he got the job or not, he could easily find another.
- c. People with poor self-concept often think that they are not valuable and no matter what they do, it does not matter very much. They may have trouble making decisions, responding to stressful situations, and resisting alcohol and drug abuse.
2. a. Although she would be disappointed, Raisa might talk to her friend or family and continue with the extra help. She might decide to try again to raise her mark on the next quiz or assignment.
- b. Raisa might tell her friend that it was her friend's fault she did not pass and continue to blame her friend for her failure until the friend got so upset that she would not speak to Raisa anymore.

The point in questions 1.a. and 2.a. is that the behaviour of people who have a positive self-concept does not upset other people. Jeroen and Raisa approached each situation positively and tried to find another solution. In the response for the negative self-concept, the rude behaviour toward others is often a key to a person's negative view of himself or herself.

3. If a student's total is over 38, his or her self-concept could be improved. If the total is over 45, perhaps the student should talk to someone about getting help.

Section 1: Activity 4

1. Discuss the answers with students to see if the reasons given for the job assignments are impossible for the opposite sex to carry out. Most jobs today are open to both male and female applicants if the person has the ability and training to do the job. There are really no right or wrong answers for this question; the question is meant to get students thinking about the stereotyping of males and females into traditional roles.

Section 1: Follow-up Activities

Extra Help

1. This is a personal question and any characteristics students mention are acceptable. To help students get started, you might want to give a few hints from the word list included in Activity 1 of this section. The idea here is to have students become aware of their personal qualities and characteristics.

Section 1 Assignment

Suggested mark distribution

- Content of collage (**20 marks – 5 marks for each category**)
 - interests
 - spare time activities
 - plans you have upon finishing school
 - qualities that make you a good friend
- Written explanation (**10 marks**)
- Arrangement and organization of collage (**5 marks**)

Section 2: Feelings

Key Concepts

- mood changes
- managing feelings
- emotional expression in others

This section will help students identify feelings in self and others. There is emphasis on appropriate expression of feelings and the identification of the effects of feelings on others.

Suggested Answers

Section 2: Activity 1

2. There is no right or wrong answer here. Students' examples could be any of the following or any other that they express.

Students might have felt

- | | | | | | |
|--------------|---------------|------------|------------|-----------------|---------------|
| • happiness | • frustration | • surprise | • jealousy | • hurt | • insecurity |
| • excitement | • loneliness | • disgust | • shame | • rejection | • silliness |
| • sadness | • anxiety | • fear | • hatred | • nervousness | • superiority |
| • anger | • boredom | • panic | • shyness | • contentedness | |

Teaching Suggestion: Encourage students to think of the situation or incident that aroused these emotions. This will help students become aware of feelings in everyday situations. Perhaps, as an example for students, you could share some of your feelings about a situation you experienced recently.

3. Students' answers will vary. They might include

- talking to someone
- doing a sport
- cleaning the car
- taking a shower
- going for a walk
- lifting weights
- cleaning out a drawer
- writing a letter
- reading a book
- riding a bike
- playing the piano
- punching a pillow
- listening to music

The point here is to encourage students to take a positive action when in a negative mood. Physical activity helps use up the energy in a positive way and often helps the person see a solution to the situation that caused the bad mood.

Section 2: Activity 2

2. Students' answers will vary. Some possible answers may include

- yelling
- throwing things
- turning attention to something else for a while, for example, working on a hobby, watching television, playing a game, visiting a friend
- talking to someone; it helps to clear the air

Section 2: Activity 3

1. Ways people express their emotions include the following:

- posture: standing tall or slouching; shuffling along or walking energetically; looking a person directly in the eyes or casting the eyes away from them
- manner of speaking: talking rapidly usually expresses excitement; not talking at all may indicate anger, anxiety, depression; yelling may mean the person is angry or upset, or else excited
- involvement in an activity: may indicate happiness, sadness, or anxiety, but the person wants to do something to help himself or herself feel better
- withdrawal: expresses anger or depression
- violence or vandalism toward another person, toward himself or herself, or toward property
- crying: may be an expression of either happiness or sadness

These are a few examples to get students thinking about emotions and behaviour. The key here is to show that you can often recognize others' feelings by their behaviour, and likewise others can recognize your feelings by your behaviour. However, because someone is exhibiting these behaviours does not necessarily mean that that person is feeling these particular emotions; they could be experiencing something entirely different.

It should be stressed here that anyone exhibiting behaviour that is unusual or prolonged, or that is harmful to the person or to others should be referred to a helping professional (for example, doctor, nurse, counsellor, religious leader, community crisis centre).

Emphasize that while feelings are normal and natural, the way they are expressed must be acceptable and appropriate for the circumstance.

Behaviours that express feelings that are harmful to the person or to others are not encouraged or accepted by society. That is why it is so important to be able to identify emotions and learn how to express them in a positive manner.

Section 2: Follow-up Activities

Enrichment

1. If possible, watch the television programs with the students and see if your ideas agree. Discuss the similarities and differences in your answers.
2. Students' answers will vary. Listen to the two songs and see if you and the students agree on the feeling(s) the singers are trying to convey. Discuss with students how the songs made them feel. Did the songs make everyone feel the same? Remembering a favourite song of yours and telling the students about your feelings will also help get the idea across.

Section 2 Assignment

The article mentions a number of emotions Steve Fonyo experienced: fear, worry, frustration, depression, perseverance, relief.

Suggested mark distribution

- Content: Three or four emotions should be identified and expanded upon. **(20 marks)**
- Structure/Organization **(5 marks)**

Students should have a feeling of success upon completion of the assignment.

Section 3: Decision Making

Key Concepts

- values
- passive, aggressive, assertive behaviours
- decision making: recognizing alternatives
- behaviours affect others

The final section of this module continues the theme of self-awareness and acceptance by having students start to look at values, their origins, and their influence on all facets of life. Particularly, students are introduced to the idea that values influence decision making. Another concept to be stressed in the decision-making activity is that students are responsible for decisions and that they are not bound by one alternative in the decision-making process. There are alternatives; often there is more than one acceptable decision for a situation. Another influence on decision making is the predominant behaviour style a person displays. The behaviour styles discussed are passive, aggressive, and assertive. While all three styles may be displayed by one person, there is usually one that is more common than the others. The last activity deals with the effects of behaviour on others. This ties in with decision making when students are reminded to think of the consequences of a decision. Who does the decision involve? Are there any positive or negative effects because of the decision?

Teaching Suggestions

The activities within this section are particularly suited to group discussion if you are working in a class situation. For the "values" activities, students enjoy sharing their values with others. The decision-making activities can be done individually, then shared within a group to see if decisions were similar.

If students are willing, it is a good learning activity to have them discuss their behaviour style and see if others in the group perceive the same style.

Suggested Answers

Section 3: Activity 1

- You might have to give an example from each category to get the students started. For example, for teachers, you might have “should be fair” for an answer. The idea is to get students to see what values show up in respect to these particular areas of their life. There are no right or wrong answers. You might want to add your comments for each category to see how they compare with the students’. Are there differences? Could differences be because of age? The following are possible responses.

 - teachers: should be respectful, should be sensitive to students’ feelings
 - school: should be fun, should be serious, should look clean, should have good spirit
 - parents: should be fair, should let you do what you like, should place curfews on you, should talk to you, should make you do chores, should be strict, should like your friends, should show they love you, should provide everything for you, should make you pay rent
 - cars: should be new, should be clean, should be fast, should be safe, should be second-hand, should be of good quality, should be North American, should be imported
- Try to determine from students’ answers whether or not there is a pattern to the after-school activities. For instance, if everything is done with other people, it could be said that the students value people, friends, and family. If all activities are done alone, the students probably value being alone. Discuss any trends you can see and ask students if they agree with the interpretation of the value placed on the activity. Some answers could include

• chores: outside or inside the house	• listening to music	• visiting with family	• working
• reading	• talking on the phone	• eating	• hobbies
• watching television	• going to a friend’s house	• sleeping	• making supper
- The idea here is to get students thinking about how parents help develop children’s values. When given the opportunity to pretend to be a parent, it is interesting to see the expectations of the students. Compare your thoughts about parenting as you remember when you were the age of your students and discuss the differences that might have occurred in what you thought then and what you believe now. Students should see that some values do change over time due to a number of factors: changes in lifestyle, family situation, and maturation.

 - Some answers might include

• let my child eat snacks after school	• let my child wear whatever he or she wants
• let my child stay out late	• give my child an allowance
• make my child do chores	• let my child talk on the phone without restrictions
• insist on meeting my child’s friends	• let my child smoke
• be kind and caring to my child	
 - Use the same answers from the previous list and put the word never in front of the phrase, for example, never let my child eat snacks after school, never let my child stay out late.

Ask the students if they think these answers will change as they become older.

Section 3: Activity 3

- Decisions may vary. What follows is a possible response.

Step 1: Identify and understand the problem.

Should I buy the stereo?

Step 2: Gather information and list all your choices.

My alternatives are

- save my money: consequence – no stereo, but I will have the horse eventually
- borrow the money from my dad or mother: consequence – I will have to pay off the debt
- Buy the stereo, forget about the horse

Step 3: Consider all the alternatives.

- What do I value more? Having the horse or having the stereo now? Or pleasing my parents?
- What will I get more use from?
- Can I afford to pay off a debt and save money for the horse?
- Will the stereo, last since it is second-hand?
- How long will it be before a stereo is on sale again?
- Will my parents lend me the money?
- Would my parents be upset if I decide to buy the stereo?

Step 4: Make a decision.

I decide to keep saving my money for the horse. My parents cannot afford to lend me the money and I really need the horse to help out with the cattle round-up this fall. This decision is in line with my family values of not having a debt.

Step 5: Decide on a plan of action.

I will tell my parents my decision and I will tell the stereo store owner not to hold the stereo anymore.

Step 6: Be responsible for your decision.

I am responsible for my decision. I really want a horse and I can do without the stereo for now.

Step 7: Carry out your plan of action.

I will continue to save my money. I will phone the stereo store owner.

Step 8: Evaluate your decision and plan.

My decision did not hurt other people. It was in line with my values.

Step 9: Ask yourself if you have to change your decision.

No, there will be no pressure from anyone to change.

If another decision is made, be sure the steps are followed and that students are aware of the consequences for themselves and for other people in their life.

Emphasize that all decisions are based on choice. Whatever the decision, the person who made the decision is responsible for its outcome.

2. a. Have students check back to Step 3. Consider all the alternatives and try to determine what values can be placed on each alternative. Then, by looking at the decision, the values should be obvious.
- b. Have students look back at Step 2. Gather information and list all your choices. The alternatives are the choices in any decision-making process.
- c. The consequences of any decision should be thought about prior to the decision being made. Consequences should also be found in Step 3.

Section 3 Assignment

1. Students' essays should be more than a list of values held. Look for examples that describe the personal belongings chosen from the students' rooms or homes that illustrate the values that are held. **(20 marks)**

Suggested mark distribution:

- Content **(15 marks)**
- Organization **(3 marks)**
- Mechanics **(2 marks)**

2. Students should give examples to support their usual behaviour style to indicate that they have a clear understanding of the styles. **(10 marks)**

3. Check that students have answered all parts of the question. They should have two examples of their decision-making experiences and discuss the validity of their decisions. **(10 marks)**

Suggested mark distribution for questions 2 and 3:

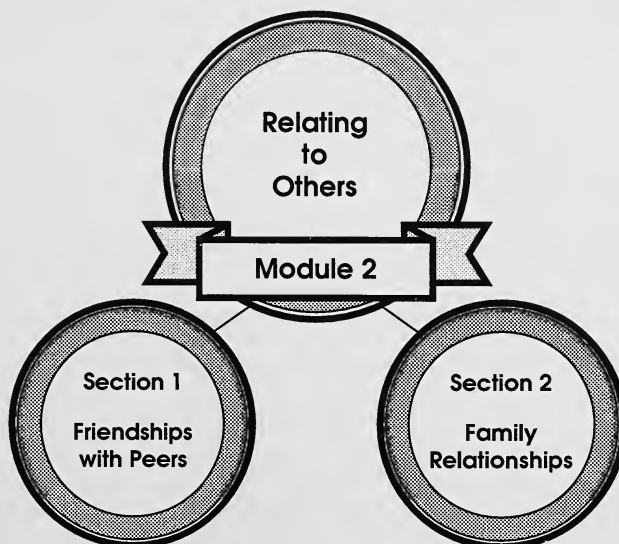
- Content **(6 marks)**
- Organization **(2 marks)**
- Mechanics **(2 marks)**

Module 2: Relating to Others

Overview

In this module, students will learn about relationships with friends, peers, and families. They will explore friendships, peer groups, peer influence, parents, structure and function of families, relationships among family members, and life stages.

After completing Module 2, students will have an understanding of basic group processes and the importance of belonging to a group. They will also gain an understanding that the family has universal functions in meeting the needs of society and individual members.



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	50 marks
Section 2 Assignment	50 marks
TOTAL	100 marks

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme II – Relating to Others – at the Grade 8 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

- “Aging, Dying and Death,” *Health Focus on You Series*
Meeks, L.B. and P. Heit. Columbus, Ohio: Chas. E. Merrill Publishing Company, 1982. Distributed by Bell and Howell.
(Teacher Resource)
- *Being Yourself, Teacher Resource Book*
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, III, IV.
- *Choices for Living 8, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, III, IV.
- *Lifestyle 2 Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, III, IV.
- *The Magic Moth*
Centron Films, 1976. Distributed in Canada by Coronet Films. Videotape dub (22 minutes) BPN VC273601 available from ACCESS NETWORK Media Resource Centre.
(16mm Film/Videotape)

The following is a list of suggested videos that are appropriate for use in this module:

- *Your Choice. . . Our Chance: Fitting In*
- *Your Choice. . . Our Chance: Thanks, But No Thanks*
- *Your Choice. . . Our Chance: Good Practice Today!*

Section 1: Friendships with Peers

Key Concepts

- friendships
- peer groups
- peer influence
- parents

In Section 1, students will recognize the importance of friends and building and maintaining friendships. Students will learn to recognize the importance of trust, loyalty, sensitivity, and cooperation in friendships. Students will become aware that new relationships can cause stress on existing ones. They will also gain some insight into the influence friendships can have and why parental concerns about friends are normal.

Teaching Suggestions

The topic of friendships is one students are familiar with. To make this unit interesting and valuable to your students, use as many experiences, stories, and examples of friendships from your class as you can. Students will learn more if they feel they are part of the teaching and learning process.

Here are some suggestions you may want to try with your students:

- Divide your class into groups and have each group brainstorm the following:
 - List the steps or activities a person might follow if he or she wanted to make a new friend.
 - Discuss some problems that might occur when trying to make a new friend.
 - Suggest ways that these problems might be overcome.
- Make a list of the people with whom you feel you share a special relationship (friends, teammates, classmates, etc.). Next to each person's name, write some of the positive feelings and activities you've shared.
- Have you ever judged someone positively or negatively at first and later realized you were wrong? Explain.
- List five topics that people often share when they are getting to know each other. Why do they choose relatively "safe" topics?
- What kinds of more personal topics are likely to be discussed once trust grows in the relationship?
- How do you know when you can really trust someone? How important is trust in a friendship?
- What qualities attract you to someone who might become a friend? What qualities "turn you off"? Who wouldn't have much of a chance of becoming your friend?
- You have just been hired by a local paper to write a column on "Ten Rules for Developing a Friendship." Two rules to include are "Be yourself; don't pretend to be something or someone you're not," and "Be a good listener." What other rules would be included on your list?

Suggested Answers

Section 1: Activity 1

1. Answers may vary. Following are some possible answers:

- Friends try to understand your thoughts and feelings.
- They have warm feelings about each other, like each other, and like to do things together.
- Friends give you companionship and confidence in yourself.
- Friends help you see your strengths and weaknesses. They compliment you on how well you did something or on how nice you look. They will also encourage you to try a bit harder to achieve your goals.
- They help you to discover who you are by allowing you to show and tell them about yourself.
- They offer you feedback when you do something right or wrong, or when you need to work out certain ideas and thoughts.
- We all need to be accepted, loved, and cared for and friendships provide these.

From this activity, students should understand that friends are important. It would be valuable to discuss with the students their similarities with their friends.

3. a. Students' answers will vary and a number of different situations will be described.
- b. Some reasons may include the development of different interests, likes, or enthusiasms. Or, perhaps one of them moved to a different area.
- c. Following are some possible ways of handling the situation:
 - Discuss the reasons for drifting apart.
 - Decide to find someone else with similar interests, likes, or enthusiasms.
 - Continue to be friendly and considerate toward the old friend.

Students may have other suggestions.

- d. Answers will vary for this question. Some would have handled the situation differently, and others would be content with the way they handled it.

Teaching Suggestions

An interesting way to teach communication is to use role play. Have one student read a sentence to the group and then have the rest of the class paraphrase what was said. For example, have one student read the sentence, "Don't waste your money on a skateboard!" Some paraphrased responses may be "You mean you don't like to skateboard anymore!" or "No, I mean I don't like this one." Other possible sentences are "I can't stand social class!" or "I got only 45 percent on my math exam."

If you feel there is a need to teach communication in more detail, you may find the following helpful.

- Discuss the following with the students: "Communication is an integral part of living and relating to others. Trying to convince your parents to extend your curfew and arguing with your brother about whose turn it is to do the dishes are examples of communication. Communication may be verbal (spoken or written) or nonverbal (facial expression, gestures). It is talking, listening, sharing, and relating."
- Take the students through the following eight steps to more effective communication. Where possible, have students relate the ideas to their personal experiences of communicating with parents.

Step 1. Context

Effective communication requires that you understand the context in which it takes place. What were your thoughts and feelings when you were listening? What were the thoughts and feelings of those with whom you were speaking?

Have you ever tried to speak to someone who walked right by; could it be that he or she is angry with you, or could it be that he or she is upset about something that just happened at home or in class and didn't even notice you? It is important to understand the event or circumstances before you react (or overreact).

Can students think of times when they have overreacted to a situation?

Step 2. Perception Checking

Perception checking is one of two ways in which you can check the "context." By checking to see how other people feel, you show that you care about them and that their feelings are important to the communication. Perception checking does not involve only saying "How do you feel?"; but, rather, checking whether your perception of the feelings of the other person is accurate. Example: "You seem really upset about what I said," or "You look really confused about something."

Step 3. Feeling Description

Feeling description is the other way of checking the "context" of communication. When communicating with others – and especially if some disagreement has occurred – it is important you let others know how you are feeling. This is not done to make others feel guilty, but to clarify what has happened for you. It is usually best to use the famous "I message" ("I'm really hurt by what's been said," NOT "You really make me mad, you jerk!").

Try these activities related to perception checking and feeling description:

- It is important to have a good vocabulary of “feeling words.” Using all 26 letters of the alphabet as your guide and a piece of looseleaf paper as your recording device, list as many feeling words as you can (at least 26) from “abandoned” to “zoned out.”
- On the other side of the paper, write the words *happy*, *angry*, *sad*, and *love* across the top of the page. Underneath each word, write as many synonyms as possible. Sometimes you may be angry, but at other times – furious!!

Step 4. Timing

Have you ever said something and realized that it wasn’t the time or place to bring up the topic? Discussing that excellent worm dissection during family supper is poor timing. Whenever you communicate seriously, it is important to choose the time as appropriately as possible if you want your message to be heard and understood.

Question: If you decided to discuss a problem you’re having with a friend, when would it **not** be a good time to raise the subject with them?

Question: If you decided to ask your parents for a larger allowance, how would you decide when to ask?

Question: When would it be most (or least) appropriate to talk to your teacher about the low mark you got on the mid-term examination?

Think ahead and plan your communication timing!

Step 5. Being Clear

Saying one thing and meaning another does not improve communication. Neither does hinting around in the hope that the other person may figure out what it is you are trying to say. It is important that you communicate honestly and clearly and that your nonverbal communication (facial expression, body stance, and eye contact) matches and supports the message you wish to send. Being consistent helps understanding.

To illustrate, say the phrase “Good Morning!” five times, using different tones of voice, body language, and facial expressions. Do others get the same feeling from you each time?

Step 6. Paraphrasing

A common problem in communication occurs when one person mistakenly assumes he or she understands what someone else means. Paraphrasing – a powerful interpersonal communication skill – is a rewording of the main idea in a person’s statement. It shows the speaker that you are listening and attempting to understand what has been said.

When you paraphrase, you state in your own words what you heard the other person say. Here is an example:

A. “Boy! That Halloween dance was lousy!”

B: (Paraphrasing): “You sound as if you really didn’t enjoy the dance. Was the music that bad?”

A. “No, the music was fine, but the girl I wanted to dance with had a date with someone else!”

Try the following exercises to practise paraphrasing:

- Paraphrase the following statements. Try to think of several possible responses for each.
 - “Man, I’ve got to get out of Mr. X’s class next year!”
 - “Hawaii is a great place for a vacation.”
 - “Don’t waste your money going to that movie.”
 - “There just aren’t enough hours in the day,” said John’s mom, collapsing on the couch.

- Work with a classmate to do this activity:
 - Each student writes a two- or three-sentence statement, beginning with the phrase, “What I’ve always liked about you is . . .”
 - Share the written information with your partner, and paraphrase each other’s communication. Don’t just “parrot.” Express your answer in your own words; get behind the meanings.
 - Tell each other how successful you were in paraphrasing the message.

Step 7. Listening

If communication is the cornerstone of interpersonal skills, then the cornerstone of communication has to be effective listening. In fact, many people, when asked what they like most about a good friend, will reply, “He really listens to me; he really cares.” Many young people and parents alike wish they could just talk to their parents/children, or that other people would set aside some time to listen.

Question: What are five qualities that distinguish a really good listener from a person who seldom listens to what is said?

Question: What qualities do you possess that qualify you as a good listener? What are some listening skills that you need to improve on?

Step 8. Respect

No one wants to be put down, ridiculed, laughed at, or ignored. It is important, therefore, that you respect the opinion and ideas of others. If you disagree, by all means say “I can’t agree with what you’ve said,” but avoid at all costs the temptation to throw in personal attacks or name-calling as part of the process. Just because you disagree doesn’t make it alright to say, “You’re an airhead if you can’t see I’m right about this!”

Effective communication (and good relationships in general) must be based on the attitude that every individual has personal worth.

You may want to try these additional communication activities:

- Ask students to identify communication-relationship problems that sometimes cause difficulties for them. (Try to emphasize problems with parent-teen communication.)
- Direct the students through the following sequence of questions:
 - On a sheet of looseleaf paper, briefly describe a communication or relationship problem you are presently experiencing, one that might be described as a “push/push-back” problem. Give an outline of the stages of the disagreement or difficulty.
 - What is your usual or immediate reaction when this problem begins?
 - List three ways in which you might react differently to the same situation, ways that would be unusual, positive, unexpected, and, in fact, might take the pressure off your side of the “push/push-back” cycle.
 - Of the three you listed, which one would be most comfortable for you to try first? Why?
 - If you changed your behaviour or communication pattern in this relationship, what similar changes might (no guarantees) take place on the part of the other person?
 - Using your imagination, write a new “script” for the situation that you originally described. How would the situation be solved positively in your mind?
- Depending on student needs, and remembering each student’s right to privacy, you might role play some of the scenarios described in the students’ writing.

As an alternative, select common child-parent or student-teacher communication problems, and have students role play these case studies. (Students might be actively involved in choosing or describing some common but less personal role play situations.)

5. Check to see that the situation described definitely relates to poor communication. Has the student indicated that any one or more of the communication hints (say what you mean and be honest, paraphrase to avoid misinterpretation, listen to what others have to say, and respect one another) would have been helpful?

Section 1: Activity 2

3. There are no right or wrong answers to this question. However, make sure that the example given is a positive example. An example may be, "Friends encouraged me to do better in school or in a certain sports activity."
4. Negative influences may include some of the following:
 - You may be made to feel you must do something even if you normally would not.
 - The competition in the group may be too much for you to handle.
 - You may not agree with some decisions that are made in the group, for example, decisions regarding who is in or who is out of the group.
5. There are no right or wrong answers to this question. However, make sure that the examples given are negative examples. Students may not feel comfortable discussing these experiences.
7. In this question, there are no correct answers. Each tactic has some value or merit. The solution will depend on the person answering the question.
8. This question asks about personal experiences. Again, there are no right or wrong answers. Even though there are no right or wrong answers, you may want to discuss how you feel concerning these answers. It is a good opportunity for sharing thoughts.

Section 1: Activity 3

Teaching Suggestions

The following activities will help students experience both the concerned parent/guardian role and the student/teenager role. Your students will find the activities fun and informative.

- You have just been hired to do the job of Ms. HAPLS (Health and Personal Life Skills), who writes a daily advice column for your local paper. Answer the following letter from a concerned Grade 8 student.

Dear Ms. HAPLS,

Ever since I entered junior high school, my folks have been acting really strange. They always seem to be worrying about me, checking out my friends, asking lots of questions, that kind of thing. When I was in elementary school, they never seemed to worry. Why the big deal now? What are they concerned about anyway?

Yours truly,

Jumpy in Junior High

- After several months of doing a terrific job on the advice column beat, you find yourself promoted to the position of feature editor. Your first job as feature editor is very similar to your first assignment as advice columnist. You are to interview Grade 8 students to answer the following:
 - What advice would Grade 8 students give to parents of teenagers who want to understand the lives of their children and create a positive family environment?
 - What advice would Grade 8 students give their junior high school friends about relating more positively to their parents?

Write a brief article giving five pieces of advice to parents and five pieces of advice to junior high students.

First Blue Box (page 45)

Some concerns of parents might include any of the following:

- friends influencing their children in negative ways
- children coming home late
- children being influenced to take drugs or alcohol

The teenagers might respond to these concerns by:

- having their parents meet and get to know their friends
- telling their parents what they are doing
- being themselves

Second Blue Box (page 45)

Parents may offer support by

- listening to their children's problems
- explaining their views of the problems
- bringing in outside help if necessary

Section 1 Assignment

1. There are a number of things Shernelle can do; she might follow some of the coping strategies for dealing with peer pressure. Following are some possible strategies she could use:
 - She can choose her friends carefully. Real friends should not make her do something negative.
 - She has to have a sense that doing what is right for her is more important than being friends with people who are a bad influence.
 - She can use a firm, "No, I don't want to!" It takes real courage to stand up to a group of friends who want you to do something you do not think you should do.
 - She can say what she thinks and give them a straightforward answer like, "It is illegal."
 - She can simply walk away because she has identified what is really important and the possible consequences.

(10 marks)
2. Friendships are important for the following reasons:
 - Friends can make you feel good about yourself and important, especially when they compliment you.
 - Friends help you to see your strengths and weaknesses. They encourage you to do your best.
 - They serve as a sounding board when you are experiencing problems.
 - They often satisfy the need to be accepted, loved, and cared for.
 - They offer opportunities to form friendships that can last for an entire lifetime.

- Friends usually understand your thoughts and feelings.
- Friends make sure you feel as if you belong.
- Friends usually do not nag about homework and chores.

(10 marks)

- Adolescence is a period of great change and an influential time for teenagers. It is a time when teenagers are shifting some of their time and interests from their families to their friends. Parents worry about friends having bad influences on their children, about the amount of time their children spend with friends, and about the different values, interests, enthusiasms, and behaviours friends may have. (5 marks)
- Each poster should
 - include the title for the theme
 - be colourful
 - contain pictures specific to the theme

(25 marks)

Section 2: Family Relationships

Key Concepts

- structure and function of families
- relationships among family members
- lifestyles

In Section 2, students will gain an understanding of the various family structures. The functions fulfilled by family members will be identified. Students will learn to appreciate the fact that family members influence each other's lives. In Section 2, students will also learn about the roles of the family and the rights and responsibilities of family members. After completing this section, they will be able to identify positive ways of handling family conflict, ways to enhance family relationships, and to recognize individual and family life cycles.

Teaching Suggestions

For Activity 1, place students in small groups; then give each group one type of family to discuss.

- | | | | |
|---------------------------------------|------------|--------------|--------------|
| • single-parent (male or female head) | • foster | • blended | • child-free |
| • adoptive | • extended | • group home | |

Ask groups to find three positive characteristics and three negative characteristics of the family they are discussing. Then have one person in each group present the findings to the group.

Point out to the students that all family types will have positive and negative features. One family type is not better or worse, they are just different.

In Activity 2, to help students understand the role of each family member, have students do one or both of the following projects:

- Ask students to write the title, "Roles in My Family," at the top of a page in their notebooks. Then have them divide the page horizontally, making a space of equal size for each member of their family. List in point form the roles and responsibilities of each person in their family, for example, chores, wage earning, babysitting, child care, driving, listening.
- Ask each student to choose a television show featuring a family group. Following are some examples of such shows:

Thea (single mom)
Full House (extended)
Boy Meets World (nuclear)
Home Improvement (nuclear)

Step by Step (blended and extended)
Blossom (single dad)
Empty Nest (extended, three generations)
Dave's World (nuclear)

Roseanne (nuclear)
Grace Under Fire (single, divorced)
Mad About You (childless)

Have them watch one episode and list the various roles exhibited by the family members. Ask if any of the shows portray certain family members in negative roles (for example, dad cannot cook, brother's always bratty, sis gossips, or other stereotyped images).

- Discuss the concept of role stereotyping. Did any students notice examples in their personal descriptions or on television?

This suggestion may help to improve students' relationships with family and friends. Stress to the students that they must spend time with someone to improve a relationship. Have students (individually) make a list of ten things that would be a fun family activity. Make sure suggestions are feasible.

Another idea is to divide the class into groups of three. Have each group make a list of five things they can do to create positive feelings within their families. You may suggest the following:

- Do someone else's chore.
- Be friendly and communicative.
- Listen more carefully to someone than you might usually do.

Suggested Answers

Section 2: Activity 2

- At age three, students probably had no responsibilities.
 - At age seven, they may have had some responsibility such as cleaning their rooms.
 - At age ten, the students' responsibilities likely increased and may have included cleaning their rooms, doing dishes, caring for a pet, or sorting out laundry.
 - Now they probably do such things as clean their rooms, wash dishes, make supper, and babysit.
- The responsibilities should have increased. Be sure students have discussed how and why their responsibilities have increased (older, more capable).
- Students' answers should indicate that there will be more responsibilities as they get older. You may discuss with them some of their increased responsibilities.
- Answers will vary, however, try to stress that change is inevitable. It is okay for the students to be upset or sad.
 - Answers will vary. Some possible answers include
 - feeling a great deal of stress
 - being sad and unhappy
 - being upset and short-tempered

Stress that it is acceptable for the students to have the feelings they had.

- Answers will vary. Possibilities may be crying a lot, feeling sad and lonely, or being confused and angry. Again, stress that it is not wrong to feel these.
- Students' answers will vary. Some possible answers may include divorce, death, remarriage, abuse, problems with alcohol or other drugs, and family fighting. These problems may require outside help. There are also typical family problems such as lack of communication, breaking family rules, arguments about household chores, money, or expectations (getting an education or a job), differing attitudes, working too much, not eating well, or coming home late.

Section 2: Follow-up Activities

Enrichment

2. Students should try to go as far back as their grandparents. Some will have their family tree as far back as they can. You should receive some interesting results.

Section 2 Assignment

1. a. The collage should be colourful and arranged logically. The students' collages should be either pictures, photographs, or drawings (or a combination of these) of the following:
 - family type (nuclear, single-parent, blended, extended, foster, adoptive, group, or child-free)
 - family functions
 - providing material things (shelter, food, clothing, health care, etc.)
 - providing emotional support and love
 - teaching values, attitudes, religion, culture, skills
 - students' roles and responsibilities
 - looking after younger siblings
 - doing household chores
 - preparing meals
 - doing homework

(15 marks)
- b. The paragraph should give a clear explanation of the intent of the collage. Check that the collage explanation describes the qualities asked for. **(10 marks)**
2. Students should indicate some of the following as possible ways for handling the problem:
 - Talk to each other. Explain to your brother why you want him to knock before entering your bedroom. Perhaps if your brother knows your feelings, he may stop doing it.
 - Listen to what your brother has to say about his actions.
 - Discuss possible solutions to the problem with your brother.
 - You may try the nine-step decision-making process.
 - Spend some time with your brother. Talk to him.

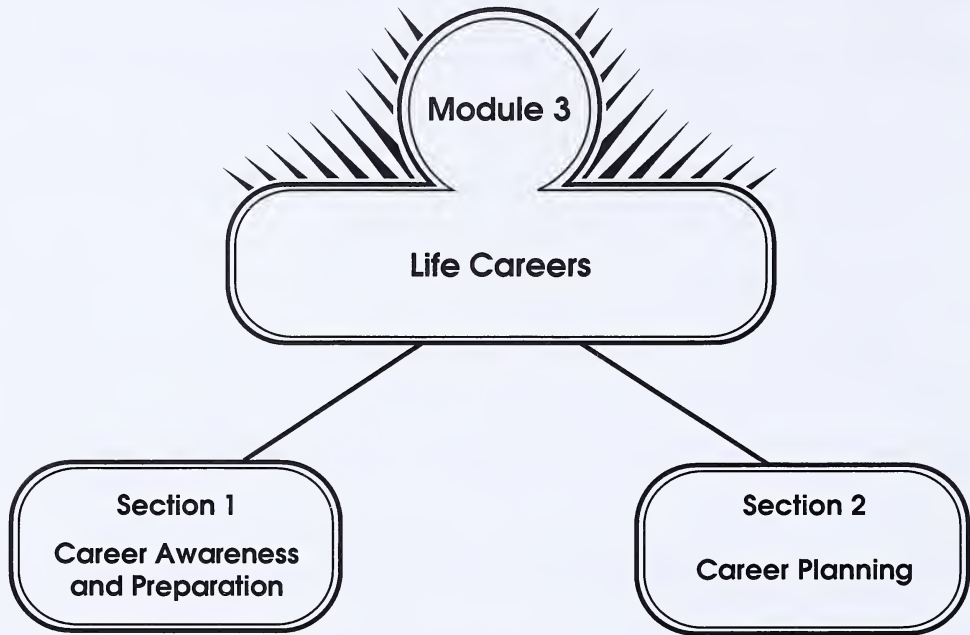
(10 marks)
3. You could do any of the following:
 - Call your friends frequently to discuss your feelings.
 - Visit with people close to you.
 - Learn to cope with your feelings. Accept the fact that the feelings you have are natural. Be patient with yourself in trying to deal with your feelings. Remember it is okay to cry.
 - Build yourself a support system of family and friends; you can talk to these people. These can also be professional people – doctors, ministers, counsellors.
 - Write in a diary. This helps clear your mind.
 - Have a purpose in life and focus on it.

(15 marks)

Module 3: Life Careers

Overview

In this module, students will learn about career planning: time management, the influence of an occupation on lifestyle, occupational interdependence, obtaining a job, and keeping a job. The module also focuses on school subjects and occupations, and individual profiles of strengths and uniqueness.



Evaluation

The evaluation of this module will be based on two assignments:

Section 1 Assignment	65 marks
Section 2 Assignment	35 marks
TOTAL	100 marks

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme III – Life Careers – at the Grade 8 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

- *Being Yourself, Teacher Resource Book*
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, II, IV.

- *Choices for Living 8, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, II, IV.
- *Lifestyle 2 Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, II, IV.
- *Making Career Decisions. . . A Step At A Time*, Books One and Two
Collins, M., D. Studd and J. Wallace. Scarborough, Ontario.: Nelson Canada, 1984, 1985.
(Student Books)
Note: Also used for Grade 7 – Theme III and Grade 9 – Theme III.
- *Safran Student's Interest Inventory, Level 1, Third Edition*
Toronto: Nelson Canada, 1985. Package includes:
– 35 Consumable Student's Booklets
– 35 Student's Manuals, and
– 1 Counsellor's Manual.

The following is a suggested video that is appropriate for use in Section 2 of this module.

- *One Onion at a Time*

Section 1: Career Awareness and Preparation

Key Concepts

- time management
- influence of occupation on lifestyle
- occupational interdependence
- obtaining a job
- keeping a job

Suggested Answers

Section 1: Activity 1

Teaching Suggestions

For this activity, you can brainstorm a list of activities that occupy students' time.

To stress the importance of time management, present a case scenario of what might happen if someone does not manage his or her time wisely (missed appointments, stress, antagonizing others, unfulfilled obligations).

Use personal examples to show students why it is important to plan your time. An example you may use is when you were a university student you had to organize your time to prepare for assignments, exams, to do your part-time job, and to meet your personal obligations.

1. This chart will vary with each student. Students may indicate any of the following activities on their charts – school, chores, recreation, free time, time alone, homework, friends, meals, sports, family responsibilities and commitments.

The chart should help students organize all their activities. Ask them if any of their days are too crowded. Could they organize their week more efficiently?

7. Students should realize that there is something wrong with Julie's plans. It would be very difficult to accomplish all this in one week. Julie was not realistic about the amount she can do in a week. Her schedule seems very disorganized and hard to follow. Her time lines are very tight. For example, on Friday, she works at the clothing store at 4:00 p.m. and makes supper at 5:30 p.m.

Section 1: Activity 2

Teaching Suggestion

To introduce the topic, Influence of Occupation on Lifestyle, discuss with your students the relationship between occupation and lifestyle. Relate personal examples of how an occupation can influence lifestyle. Also have students share examples of how their parents' or guardians' occupations influence their lifestyles.

1. Answers will vary according to the jobs students have selected. Are they realistic?
2. Answers will vary according to the jobs students have selected. Are they realistic?
3. Answers will vary according to the jobs students have selected. Are they realistic?
4. Answers will vary according to the jobs students have selected. Are they realistic?
5. Answers will vary according to the jobs students have selected. Are they realistic?

Section 1: Activity 3

Teaching Suggestions

The Teacher Resource Manual has some excellent ideas for teaching this activity.

Here are some ideas for additional information for this activity.

- The Calgary Public School Board publishes a book, *Career Trends*, which contains a series of charts relating school subjects to occupations. The charts are informative, complete, and easy to read.
- Both basic texts, *Being Yourself* (pages 89-111) and *Lifestyle 2* (pages 59-72), contain information about relating school subjects to jobs.

Section 1: Activity 4

Teaching Suggestions

To make this activity interesting for students, involve them in group work and encourage role playing different situations, for example, applying for a job (appearance, communication skills).

Cut out job advertisements from your local newspaper. Have students discuss how they are going to apply for the jobs.

1. Students should indicate the job they are interested in and explain the importance of appearance and communication. The explanation should be relevant to the job. Have they discussed the importance of bathing, using deodorant, wearing appropriate clothing, hairstyles, make-up, jewellery, or dressing according to the type of job? Students should also discuss nonverbal skills (eye contact and appropriate body language), basic listening, writing, and message-sending skills.
2. The covering letter and résumé should have the following features:
 - They should be typed. There should be no typing errors. Also the typing should not appear crowded.
 - Both should be clear and concise.
 - There should be no spelling errors, poor paragraph structure, or bad grammar.
 - The covering letter should be one page in length and the résumé no longer than two pages.
 - The covering letter should be addressed to the person who does the hiring.
 - Both must relate to the job the students are applying for.
 - White, unlined, letter-sized paper should be used.

The covering letter format should be similar to the one in the Student Module booklet. It should indicate how the students heard about the job, the skills the students have for the job, and a request for an interview.

The résumé should contain the following:

- personal information
- special skills
- education history
- work experience
- hobbies and interests
- references

Section 1: Activity 5

Teaching Suggestions

The textbook lists seven skills that enable one to do a good job. The students will study these in this activity. Brainstorm with your class other skills potential employees may have. Also have your students discuss the importance of each one of these skills. For example, the importance of reliability is that one can be counted on to complete a job.

Section 1: Follow-up Activities

Extra Help

2. Check to see that students have discussed the following points in their paragraphs:
 - residence location (rural or urban, inner city or suburb, and the quality and type of housing)
 - social status (friends, financial resources, and leisure activities)
 - job status (personal recognition and feeling of worth)
3. The following are some possible answers
 - a. firefighter – insurance agent, ambulance driver, paramedic
 - b. doctor – physiotherapist, nurse, lab technician
 - c. landscaper – tree mover, greenhouse worker, sod farm worker
 - d. seamstress – salesperson working in fabric store, designer, textile worker
 - e. police officer – prison guard, private investigator, counsellor
 - f. mechanic – welder, parts person, car salesperson

Section 1 Assignment

1. Students' answers will vary. Following is a guideline to help grade this assignment.
 - **Appearance:** Have the students discussed cleanliness, wearing clean clothes, dressing neatly, wearing hair and make-up that is tasteful and appropriate to the job?
 - **Communication skills:** Students should indicate that communication skills include verbal, nonverbal, and written skills. Have they discussed eye contact and body language, basic listening, writing, and message-sending skills?
 - **Attitude:** Have the students discussed having a healthy and positive attitude toward the jobs they are applying for?
 - **Job specific skills:** Have the students discussed what technical knowledge is needed for the job? Have they indicated they know the specific skills the job requires? Have they mentioned any certification they have that shows they have these skills? Are they taking training to develop the job specific skills?

(16 marks)

2. Students' résumés should include the following information:

- **Personal information:** name, address, and phone number
- **Skills:** two to three skills that would be needed for the potential job, some examples to illustrate these skills
- **Education:** sufficient information about education, for example, the highest grade completed, along with the name of the school, the town or city, and the province
- **Work experience:** For each job held, the dates of jobs, the name of the positions, companies, towns or cities worked in. Have the students listed their jobs from most recent to least recent?
- **Hobbies and interests:** A few related hobbies and interests should be listed.
- **References:** References can be included or left out. If students have chosen to leave them out, they should mention that the references are available upon request. If the students have included references, the people's names, their positions, addresses, and phone numbers should be given.

If students are using the provided job advertisement, they must include references as asked for in the ad. **(25 marks)**

3. The students' covering letters should include the following:

- applicant's address
- date
- name and address of place where the covering letter is being sent
- Dear Mr./Ms. _____ :
- opening paragraph: Is the reader's attention caught? Is the reader interested in the applicant? Has the application indicated why the letter is being written and why the applicant is interested in working for the person or company?
- second paragraph: Does this paragraph make the reader want to read the résumé? Has the student included why he or she would be well-suited for the job? Has the applicant stated what he or she has to offer?
- third paragraph: Is the reader referred to the résumé which has the details of the applicant's qualifications? Is any information from the résumé repeated in the letter?
- final paragraph: Has an appointment for an interview been requested?
- closing: Is the covering letter all in order, with a typed and signed signature?
- Does the letter indicate that a résumé is enclosed?

(14 marks)

4. In the students' discussions of the importance of effective time management skills they should

- indicate that these skills allow them to organize their events and activities
- help them meet their expectations of others as well as expectations of themselves
- help them achieve their goals
- reduce their frustrations

(10 marks)

Section 2: Career Planning

Key Concepts

- school subjects and occupation
- choosing a career

Section 2 focuses on the importance of choosing a career. The students discover their abilities, aptitudes, temperament, interests, and values, and relate their discoveries to career decisions.

Teaching Suggestions

One way to help students decide upon a career is for them to do self-appraisals. The *Safran Student's Interest Inventory* can be used for this purpose. It can help students become aware of their personal strengths and uniqueness. A package includes students' booklets, students' manuals, and a counsellor's manual.

Having students work together on this section can be difficult. Some may feel inferior to others. Be sure to stress that each individual is different and it is these differences that make each one very special and unique.

To introduce the topic on values, ask students to view a television show that deals with values, for example, *Family Matters*, *Step by Step*, *Full House*. Ask the students to make notes of some of the values expressed either verbally or nonverbally. Have a class discussion about their findings.

Suggested Answers

Section 2: Activity 1

2. Students should discuss how each subject relates to the occupations they are interested in.

Section 2: Activity 2

4. Students may or may not have yet discovered any aptitudes they have. Some people recognize their natural talents very soon in life, like Mozart who was a musical genius at a very young age. On the other hand, there are some who find their natural talents much later in life.
7. Have the students considered many of the things they like to do? Have they indicated their hobbies or their favourite school subjects? Have they indicated how they would spend an afternoon they had to themselves? Remind the students that any thoughts, ideas, events, activities, hobbies, or leisure activities that appeal to them are considered to be their interests.
8. Students should have selected some of their interests from question 7 and indicated how these interests could possibly lead to a career for them.
9. Students should have indicated what some of their values are. They should have discussed how these values affect their career decisions. For example, they may discuss how their values will affect their choices of jobs and occupations.

Section 2: Follow-up Activities

Enrichment

2. Have the students analysed themselves to make a substantial list of their abilities, aptitudes, temperament, interests, and values. Discuss the comparisons of the two lists with the students.

Section 2 Assignment

The students' choices of careers will vary. The following is a guideline for some possible answers.

- Abilities: Have the students indicated their expertise and natural talents that relate to their tasks at school, at home, at work, in hobbies, in sports, and leisure activities?
- Aptitudes: Have the students discovered and indicated any aptitudes?
- Temperament: Have the students indicated that their temperaments are suitable to their occupations?
- Interests: Have the students mentioned thoughts, ideas, events, and activities that appeal to them?
- Values: Have the students indicated their values?

(35 marks)

Module 4: Body Knowledge and Care

Overview

This module focuses on students understanding the role of nutrition in achieving and maintaining optimum health, understanding the role that risk assessment and decision making play in the responsible use of drugs, and understanding the nature of accidents and the importance of preventing and controlling accidents to preserve life.

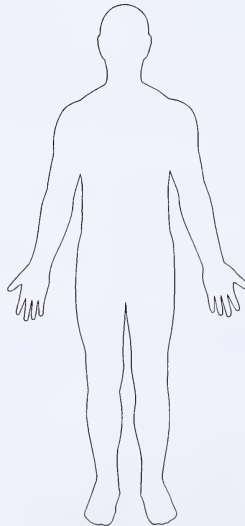
The module emphasizes the importance of nutrition, drug use and abuse, and safety and accident prevention for the achievement of optimum health.

Module 4

Body Knowledge and Care

Section 1

Nutrition



Section 2

Drug Use and Abuse

Section 3

Accident Prevention and Safety

Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	40 marks
Section 2 Assignment	35 marks
Section 3 Assignment	<u>25 marks</u>
TOTAL	100 marks

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme IV: Body Knowledge and Care at the Grade 8 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

- *Excuses! Excuses! Safety on School Buses*
1987
Videotape dub BPN VC276401 available from ACCESS NETWORK Media Resource Centre.
(Videotape)
- *Marijuana Bulletin: A Research Update*
Pleasantville, New York: Sunburst Communications, 1980
(Filmstrip Kit)
Note: Also used for Grade 7 – Theme IV.
- *Payday – School Bus Safety*
Calgary: Crescendo Productions, Ltd., 1984. Distributed by Thos. Howe Assoc.
Note: Teachers should be aware that the film presents some examples of negative student behaviour in order to promote discussion of safety on school buses. Videotape dub (18 minutes) BPN VC276401 available from ACCESS NETWORK Media Resource Centre.
(16 mm Film/Videotape)
- *Teen Action, Grade 8*
Edmonton: AADAC, 1986
(Student Booklet)
- *Teen Action, Teacher Resource, Grade 8*
Edmonton: AADAC, 1986
- *Teens and Alcohol Series*
Edmonton: ACCESS Alberta and AADAC, 1984. Series BPN VC257001/02/03 available from ACCESS NETWORK Media Resource Centre. Series includes three video programs (20 minutes each) and Teacher's Guide:
 - Attitudes and Values
 - Adolescents, Alcohol and Approaches
 - Skills
 Note: Also used for Grade 7 – Theme IV.
- *AADAC Quick Facts Pamphlet*
- *Alcohol: Facts, Myths and Decisions*
Pleasantville, New York: Sunburst Communications, 1976
(Filmstrip Kit)
Note: Also used for Grade 7 – Theme IV.

- *Being Yourself, Teacher Resource Book*
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes II, III, IV.
- *Children of Alcohol*
Montreal: National Film Board of Canada, 1984. Videotape dub (18 minutes) BPN VC262901 available from ACCESS NETWORK Media Resource Centre.
(16 mm Film/Videotape)
- *Choices for Living 8, Teacher Resource Guide*
Gibb, Sharon. Toronto, Ontario: Doubleday Canada Limited, 1987.
(Teacher Resource)
Note: Also used for Grade 8 – Themes II, III, IV.
- *Diets For All Reasons*
Los Angeles: Churchill Films, 1984. Distributed in Canada by Gordon Watt/McIntyre Educational Media Resource Centre.
Videotape dub (20 minutes) BPN VC264701 available from ACCESS NETWORK Media Resource Centre.
(16 mm Film/Videotape)
- *Lifestyle 2, Teacher's Guide*
Campbell, Judith. Toronto, Ontario: Globe/Modern Curriculum Press, 1986.
(Teacher Resource)
Note: Also used for Grade 8 – Themes I, II, III.

The following is a list of suggested videos that are appropriate for use in this module:

- *Diets For All Reasons*
- *Your Choice... Our Chance: Like You, Dad*
- *Payday – School Bus Safety*
- *Excuses! Excuses!*

Section 1: Nutrition

Key Concepts

- significance of nutrition
- facts about nutrients
- classification and functions of nutrients
- special nutritional needs during adolescence
- application of *Canada's Food Guide to Healthy Eating*

Section 1 explains the role of nutrition and sensible diet to good health. It identifies nutrients and their importance to the body. It emphasizes that different foods contain nutrients in varying amounts and quality. Individuals have similar nutritional needs, but in varying amounts. Students become aware of their nutritional needs during adolescence. Students recognize the importance of planning daily food intakes and the importance of making wise food choices from vending machines and fast-food counters.

Teaching Suggestions

Invite a doctor, a dietitian, or a fitness specialist to your class to talk about nutrition and the kinds of activities junior high students should practise for good health.

Teen Wellness Check: A computerized health risk appraisal is available for classroom use. It is designed to help adolescents understand the risk factors that can harm their health. The Teen Wellness Check provides feedback on health issues such as dental health, drugs and alcohol, nutrition, physical activity, sexuality, smoking, vehicle safety, and much more. It can be used for this entire module and for Module 5: Human Sexuality. For more information contact

Alberta Centre for Well Being
11759 Groat Road
Edmonton, Alberta
T5K 3K6
(403) 453-8692 or 1-800-661-4551

Suggested Answers

Section 1: Activity 1

2. Students should discuss some of the following in their paragraphs:

- Deficiency diseases like anemia can result from lack of a particular nutrient.
- Lack of a nutrient(s) can affect one's appearance (poor skin colouring, blemishes, brittle hair, dull eyes).
- Nutrition can affect your body shape and proportion, for example, being obese or excessively thin, and your energy level (high or low).
- Nutrition can have an impact on your body image.

3. Students can pick any one of the following choices:

- cultural: ethnic, holiday customs, religion
- social: family, peers
- economic: technology, transportation
- psychological: emotions, attitudes
- physiological: survival, hunger

Section 1: Activity 2

2. Students' answers will vary, depending on their diets. Many foods will contain a number of nutrients. Many nutrition books contain tables of nutritive values for common foods.
3. The students' answers will vary, depending on what they ate that particular day. Students should choose foods from each of the four food groups. If the students chose combination foods, the foods can fall into more than one food group.

From the students' textbook readings on page 86 in Activity 1 and from the information they have received in their student module booklet, they learned that adolescence is a period of rapid growth. For this reason, most students should be recording the higher number of servings. For example, the students should be recording 12 servings for grain products, 10 servings for vegetables and fruit, four servings for milk products, and three servings for meat and alternatives.

Section 1: Activity 3

2. The students can discuss any of the following:

- There is no evidence to prove that natural foods are better for you than regular foods.
- Some foods need to be processed to be safe, for example, milk must be pasteurized. Honey is still sugar. Bread made without preservatives has a short shelf life.

Section 1: Activity 4

1. **Blue box activity:** The students' food menus should include the following:

- a variety of foods
- foods within the suggested number of servings for all four food groups
- foods from the four food groups
- foods with little or no fat, sugar, and salt

Section 1: Follow-up Activities

Enrichment

1. The students' research should cover the discovery of the nutrient, its function, its important food sources, and the consequences of too much or too little of the nutrient in the diet.
2. The body needs water to carry nutrients to the body cells and to carry waste products away. Water is an important part of all body fluids (for example, blood, saliva, and digestive juices). It helps to keep the body cool. Water can be included in the diet by drinking water, soups, beverages, (coffee, tea, cocoa, pop, fruit juices), and by eating vegetables and fruits.

Section 1 Assignment

1. The students should indicate a food group, nutrient(s), and function(s) for each food they have listed. Water can be listed as a food. Some foods may belong to more than one food group. For example, a cheeseburger belongs to three groups – meat and alternatives, milk products, and grain products. The information on page 79 to the top of page 83 of the textbook may be helpful to you in grading this assignment. **(25 marks)**
2. Fat is an important nutrient in one's diet and should not be eliminated in order to reduce weight. It supplies the body with energy. It carries vitamins A, D, E, and K, which perform vital functions in the body. Fat also holds the vital organs in place and protects them from injury. **(6 marks)**
3. The "Last Chance Diet" is a fad diet that is extreme and unbalanced. Perhaps the biggest problem with this diet is that it is not recommended by a doctor. Because its only source of nutrients is proteins, many essential nutrients are lacking. It does not include a variety of foods from all four food groups; therefore, it does not maintain and promote good health. It does not provide for gradual weight loss. The diet may not suit one's age, sex, body size, or level of physical activity. It does not account for pregnancy, breast-feeding, or individual variation. **(9 marks)**

Section 2: Drug Use and Abuse

Key Concepts

- definition of drug use and drug abuse
- reasons for drug use
- assessing risks related to drug use/abuse
- drug interactions
- factors influencing drug use/abuse
- problems associated with drug use/abuse
- decision making
- alternatives to drug use
- available services and agencies
- laws and regulations

This section helps students understand the difference between drug use and abuse, and why people use/abuse drugs. Students will be able to assess the risks related to drug use/abuse and recognize the dangers created by drug interactions. Students will apply their decision-making skills to drug use/abuse. This section identifies appropriate referrals for various drug use/abuse information.

Teaching Suggestions

Invite a guest speaker (doctor, pharmacist, nurse, RCMP officer, paramedic, representative from AADAC, Al-Anon, or Alateen) to speak to your class about drug use/abuse.

Ask students to find articles that relate to drugs. Pin these articles on a bulletin board and use them for class discussions, role playing, debating, and preparing collages.

Show the video *Home Room Movie* and then ask students to put their ideas into action. To get this video, call the Canadian Cancer Society Office at 1-800-661-2262. You can also receive a teacher guide with the video.

Suggested Answers

Section 2: Activity 1

4. Students may list any of the following reasons for taking drugs:
 - medical
 - part of a ceremony or tradition
 - group pressures (fashionable thing to do)
 - social pressures (famous singers, musicians, athletes)
 - curiosity
 - emotional pressures (to relieve emotional problems, anger, stress, anxiety, boredom, depression)
 - lack of knowledge about drugs
 - dependence (physical or psychological)
5. These ads tell you about the joys and advantages of drug use. Students should not believe the ads, otherwise they would believe that these drugs would make them feel more alive, more independent, and more comfortable. Some drug ads insinuate that through their use you can make and keep your friends. Naturally, drugs do not do these things.
6. **Blue box question 1:** Kelly's friends could have prevented this tragic accident by not encouraging him to drink. When his friends noticed he had been vomiting blood, they should have immediately called for medical help.

Blue box question 2: They can remind each other about the amounts they drank. If they find a friend to be dependent on alcohol, urge the friend to get help.

Blue box question 3: Friends can help and protect each other by

- knowing the facts about drugs
- finding fun in drug-free activities
- getting help if needed

Section 2: Activity 2

1. Physical Consequences

Some drugs can be very damaging to one's physical health. For example, smoking marijuana or cigarettes can cause lung cancer. Alcohol abuse often results in liver damage. Drinking and driving can cause serious accidents. Snorting cocaine can cause damage to the inside of the nose. Use of a drug over a long period of time may lead to physical addiction. There is a risk of AIDS from sharing needles.

Mental Consequences

Some drugs distort the senses and impair judgement. They can cause anxiety, confusion, and mental disorders, which may lead to suicide.

In the long run, drugs can cause personality disturbances, learning problems, memory loss, and psychological dependence. Overdose of a drug can cause serious mental damage.

Social Consequences

Some social problems that can result from drug abuse are family breakdown, strained relationships, violence, home, school, and work problems, increased crime, and highway accidents.

Legal Consequences

Many drugs are illegal. A conviction may result in a combination of probation, a fine, a jail term, and a criminal record.

3. Students may have mentioned any of the following reasons for drug abuse:

- Drugs make me feel less lonely.
- Drugs relieve my boredom.
- Drugs help me to relax.
- You can be part of the group if you take drugs.
- Drugs give me more energy for extracurricular activities.
- They were there, so why not?
- Drugs are cool.
- Drugs help you forget your problems.
- Adults drink, so why can't we?
- A little bit of drugs here and there never hurt anyone.

Section 2: Activity 3

1. **Blue box activity:** The students should follow the nine-step decision-making model on page 110 of their textbook. Be sure the students have backed up their decisions with the information they have learned in this module.

Section 2: Activity 4

1. **Blue box question 1:** Students will have varying answers depending on the area they are in. Some possible community resources may include AADAC, Adult Children of Alcoholics (ACOA), Al-Anon, Alateen, Alatot, AA (Alcoholics Anonymous), church groups, community leagues, community service clubs like Boys' and Girls' Clubs, Big Brothers, Big Sisters, doctors, libraries (books, magazines, films, videos), NA (Narcotics Anonymous), parent advisory committees, parent groups, private counselling services, and social service agencies.

Blue box question 2: Most communities will have a distress telephone number.

Blue box question 3: The closest emergency medical care may be directly in the community or nearby.

Blue box question 4: The students can get drug information from their local RCMP, doctor, library, church group, community league, or AADAC.

2. AADAC's mission is to encourage and assist Albertans in achieving personal, family, and community health, free from alcohol and drug abuse. They provide the following treatment services:

- outpatient counselling: provides counselling services on an outpatient basis in rural offices and urban clinics
- detoxification centres: provide individuals with a safe environment in which to withdraw from alcohol and other drugs. There are two centres – AADAC Recovery Centre in Edmonton and the Renfrew Recovery Centre in Calgary.
- inpatient-residential treatment: provides long-term programs to those who need additional support afforded by a residential-based service
- specialized programs: provide help for addicted adolescents in the form of an intensive three-month program
- funded agencies: provide funding to community agencies which deal with alcohol and drug concerns
- referral to other agencies: works closely with other groups that are involved with addictions treatment. It often refers patients to AA, NA.
- prevention services: develops prevention programs and services that are designed to increase awareness of addiction and to help individuals maintain a lifestyle free of alcohol and drug abuse. These services include consultation and education, educational materials, adolescent alcohol and drug abuse prevention programs.

- other services: operates a library in Edmonton that houses one of the largest collections of books, periodicals, and other resources pertaining to addictions in Canada. The Training and Professional Development unit of AADAC offers a variety of courses each year on addiction issues.

Section 2: Follow-up Activities

Extra Help

3. Most students have had to make a decision relating to drugs. Typical decisions involve smoking or drinking alcohol. Students' answers about the degree of difficulty and the reason will vary.

Enrichment

1. Students should have included information on where to obtain information about different kinds of drugs and where one can get help for drug-related problems.
2.
 - a. Some reasons for smoking may include social factors or peer pressure. Smoking is often viewed as a symbol of maturity or independence.
 - b. Nicotine in tobacco increases the heart rate and blood pressure, overworks the heart, and overloads and excites the nerve cells because of its stimulant effect.

Carbon dioxide interferes with oxygen delivery. It weakens the lining of your blood vessels.

The tar in tobacco irritates the respiratory system.

Prolonged smoking can have some of the following long-term effects:

- heart disease
- emphysema (a disease in which the air sacs of the lungs lose their elasticity and the lungs cannot release the air taken in)
- lung cancer
- chronic bronchitis
- peptic ulcers
- fetal effects if pregnant
- increased number of colds and upper respiratory infections

Section 2 Assignment

1. Drug abuse is undesirable because of the physical, mental, social, and legal effects. Drug abusers face the following undesirable consequences.

Physical risks can include damage to the brain, lungs, liver, and kidneys. Smoking can cause lung cancer. AIDS can be contracted through the use of shared needles. Drinking and driving can result in serious accidents. Other effects can include harm to unborn children, overdose, and death.

Mental risks include anxiety, confusion, mental disorders, and suicide. In the long run, drugs can cause personality disturbances, learning problems, memory loss, and psychological dependence. Some drugs can affect concentration on one's studies and job.

Some social consequences that can result from drug abuse are crimes, accidents, violence, family breakdown, strained relationships, and home, school, and work problems.

Legal risks include fines, imprisonment, and a criminal record. **(12 marks)**

2. You can read, talk, ask questions, watch programs, participate in workshops, and listen to speakers. You can go to your local library, police department, hospital, doctor, health unit, community or social service program, crisis centre, alcohol and drug agencies, church groups, school and parent organizations, or mental health centres. **(8 marks)**

3. The students can include any of the following:

- Be sure the students know the facts about drugs.

Through health classes, counselling services, talks, guest speakers, workshops, etc., the students will learn that drugs may make them feel good temporarily, but they can harm their bodies and minds permanently. Drugs can cause accidents that can result in permanent disabilities or death. Drugs can cause addiction. Using drugs illegally can result in probation, a fine, a jail term, and a criminal record.

- Encourage your students to make up their own minds about drug use and make the choice that is best for them – don't use drugs. Seek support from an adult or friend who shares the students' point of view. Encourage the students to think of ways to say "NO" to drugs. Have the students practise what they would say in different situations.
- Discourage your students from experimenting with drugs. Remind them there is no safe way to use illegal drugs. Using an illegal drug just once or to see what it is like can lead to serious consequences.
- Tell your students to avoid places where there are drugs. If they are pressured to use drugs, encourage them to leave immediately.
- Stress enjoying life without drugs. Become involved in clubs, volunteer work, part-time work, sports, student government, or school activities like music, drama, and organizing committees.
- Ask the parents to get involved. Parents can organize parent-teacher-student seminars and arrange for speakers, videos, etc.
- Start a peer counselling program in the school where students are trained to help other students with their problems.
- Encourage troubled students to get help through school personnel (health teacher, guidance counsellor, nurse), peer counselling, self-help groups like Al-Anon, Alateen, drug treatment centres, mental health centres, hospitals, public health agencies, parents, clergy, or family doctors.

(15 marks)

Section 3: Accident Prevention and Safety

Key Concepts

- accidents
- causes of accidents
- prevention and control of accidents
- vehicle operation
- hitchhiking

This section defines the term *accident* and identifies the possible causes of accidents. Students will gain an increased awareness of preventive measures. They will also become more aware of factors affecting safe vehicle operation and factors involved in hitchhiking.

Teaching Suggestions

Invite a person who has been in a serious accident to your class to talk about how the accident happened, how it could have been prevented, and how the injury has changed his or her life.

Invite an RCMP officer to your class to discuss safe operation of motor vehicles.

Suggested Answers

Section 3: Activity 1

1. **Blue box question 1:** The rate of teenage traffic accident deaths has increased over the past 20 years.

Blue box question 2: Males probably take more risks and are more daring and less careful than females. Males may have more access to motor vehicles than females.

Blue box question 3: Some safety suggestions follow:

- Do not drink and drive.
- Be a defensive driver.
- Concentrate on driving
- Do not show off.
- Wear seatbelts.
- Operate only safe vehicles.
- Do not drive when tired.

5. **Blue box question:** People hitchhike because it is a cheap form of transportation. They may not have a vehicle. Some find it exciting because they get to meet many different people. Some alternatives to hitchhiking follow:

- asking friends, family, or parents for a ride
- flying if you can afford it and if the distance to be travelled is far
- taking the bus
- using the public transportation system if applicable

Section 3: Activity 2

3. The students' answers will vary depending on the area where they live.
4. The students' answers will vary depending on how they feel about the minimum and maximum penalties under the Criminal Code.

Section 3: Activity 3

1. The students may or may not have hitchhiked. They may have hitchhiked for the following reasons:

- They needed a ride and didn't have anyone around to give them a ride.
- They didn't have money to pay for their transportation.

They may not have hitchhiked for the following reasons:

- They felt they were too young.
- They didn't have the need to hitchhike.
- They were afraid to hitchhike.

2. The students' answers will vary.

Section 3 Assignment

1. Students can have any of the following boat safety suggestions:

- Do not mix alcohol and boating.
- Do not overload the boat.
- Do not stand up when starting a motor boat.
- Wear a proper life jacket when in a boat.
- Do not boat near swimmers.
- Slow down when passing row boats and canoes.

(8 marks)

2. Students can indicate any of the following:

- Remain as calm as possible.
- Call the fire department from a neighbour's home.
- Get everyone out of the home.
- Do not waste any time gathering valuables and belongings.
- Remind everyone to use the fire escape route.
- Do not go back inside a burning home.
- Be sure everyone meets at an arranged meeting place outside and away from the house.

(10 marks)

3. Students can suggest any of the following safety procedures:

- Do not drink and drive.
- Keep the vehicle in good working order.
- Be a defensive driver.
- Drive the speed limit.
- Have adequate insurance.
- The driver and passengers always wear seatbelts.
- Know the laws and regulations about operating the vehicle.
- Drive according to the road conditions and weather.
- Learn to drive from an expert (commercial driving schools).

(5 marks)

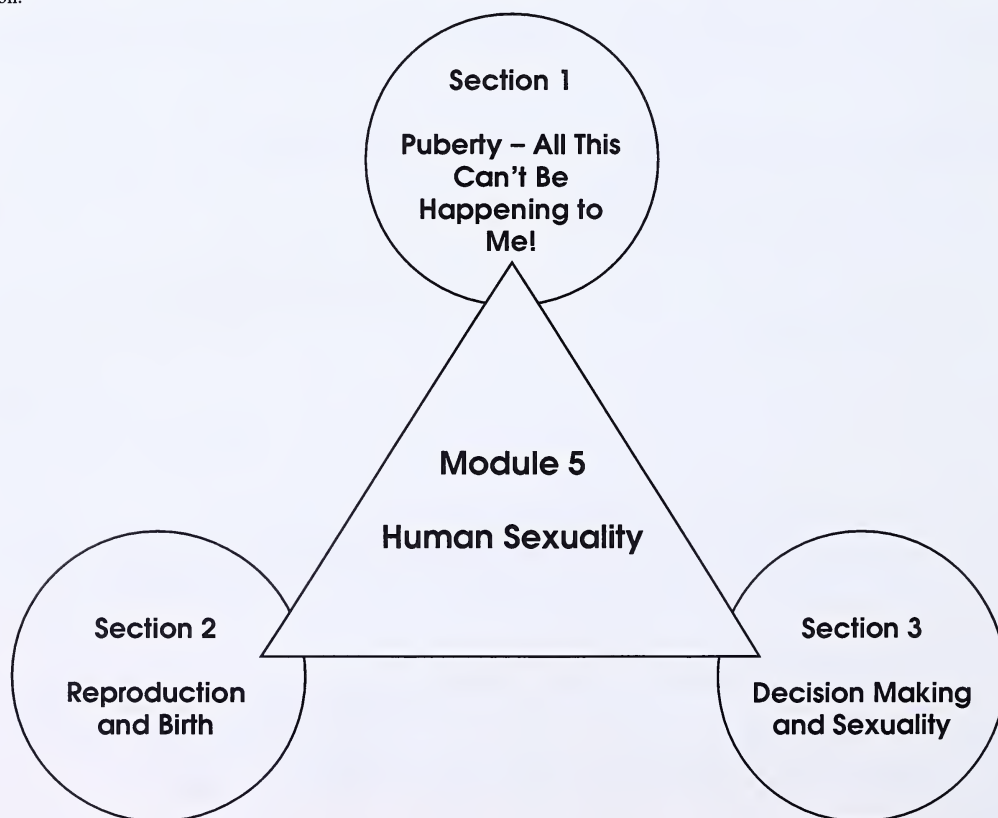
4. Some traffic accidents are caused by vehicles stopping to pick up hitchhikers.

Some hitchhikers are injured or murdered. (2 marks)

Module 5: Human Sexuality

Overview

This module focuses on students gaining an increased understanding and acceptance of the stages and levels of the physical, emotional, and social changes that occur during puberty. Students also gain a good understanding of the process of reproduction from conception to birth. They become aware of the importance of respect and acceptance of self and others in relation to sexuality. The final section in this module emphasizes the importance of knowing the purpose and function of contraception and of understanding the concepts of readiness and sexual expression.



Evaluation

The evaluation of this module will be based on three assignments:

Section 1 Assignment	20 marks
Section 2 Assignment	20 marks
Section 3 Assignment	<u>60 marks</u>
TOTAL	100 marks

Recommended Learning Resources

Following is a list of recommended learning resources that can be used for Theme V: Human Sexuality at the Grade 8 level. When the resource can be used for more than one grade, it is cross-referenced. All resources are available from the Learning Resources Distributing Centre unless otherwise specified.

- *AIDS Alert*
Sunburst Communications, 1987.
The content of this videotape is identical to the *AIDS: The Disease and What We Know* filmstrip kit, only the format and distributor are different.
Videotape dub BPN VC679001 available from ACCESS NETWORK Media Resource Centre.
(Videotape)
- *AIDS: The Disease and What We Know*
Sunburst Communications, 1987.
The content of this filmstrip kit is identical to the *AIDS: Alert* videotape, only the format and distributor are different.
(Filmstrip Kit)
- *Choices, The Mating Game*
1986
(Study Guide)
Videotape dub BPN VC679201 available from ACCESS NETWORK Media Resource Centre.
Note: The section on STDs is not appropriate. Other recommended and supplementary resources should be used.
(Videotape)
Note: Also used for Grade 7 – Theme V.
- *Growing through Knowing, Teacher Resource Guide*
Doherty, Maryanne. Toronto, Ontario: GLC/Silver Burdett Publishers, 1988
(Teacher Resource)
Note: Also used for Grades 7 and 9 – Theme V.
- *Sexually Transmitted Disease, Teaching Outline and Resource Guide*
Education Unit, Sexually Transmitted Disease Control, Alberta Health, 1988
(Teacher Resource)

The following is a suggested video that is appropriate for use in this module:

- *Abstinence: Deciding to Wait*

Section 1: Puberty – All This Can't Be Happening to Me!

Key Concepts

- puberty
- functions of hormones
- physical and emotional changes
- social/personal changes

Section 1 enables students to have an increased understanding and acceptance of the stages and levels of physical and emotional development that occur during puberty.

Teaching Suggestion

Invite a doctor or nurse to your classroom to discuss puberty and the changes that occur during this time.

Suggested Answers

Section 1: Activity 1

10. The people that you see in most magazines are extremely attractive physically. It even looks like every hair is in the right place. They are perfectly dressed and proportioned just right. They are always smiling and look like they are really having a great time. They always seem to give the impression that they are perfect in every way, which is not typical of most women and men in real life.
11. While you can fantasize about the physically perfect person, you know that no such perfect people really exist, except in your imagination. Everybody, including you, has some qualities that are good and some that they would like to change. Everyone feels good in some situations and uncomfortable in others.

Section 1: Activity 2

1. Students' answers will vary depending on their experiences.
2. The students may discuss any of the following in their paragraphs:
 - independence
 - mood variations
 - establishment of sexual identity
 - responsibilities
 - depression

Section 1 Assignment

1. Students should have an introductory sentence, supporting sentences, and a concluding sentence in their paragraphs. Some physical changes in girls include the following:
 - rapid growth in height, widening of the hips, development and growth of breasts, appearance of pubic hair
 - menstrual cycle begins
 - sweat and oil glands become more active

Some physical changes in boys include the following:

- rapid growth, change in voice tone, appearance of pubic hair, beard growth on face, enlargement of penis and testes
- experience nocturnal emissions
- sweat and oil glands become more active

Emotional and social changes for both sexes include some of the following:

- mood variations
- gaining more independence and responsibilities
- periods of depression
- establishment of sexual identity

(14 marks)

2. a. True
The menstrual cycle
- b. False
Adolescence is the time during which an egg cell matures, leaves the ovary, travels down the fallopian tubes, and is discharged.

- c. False The ~~seminal vesicles~~ ^{testicles} are the male sex glands that make testosterone and sperm.
- d. True
- e. False Girls usually begin to mature ~~four~~ ^{two} years before boys.
- f. True
- (6 marks)

Section 2: Reproduction and Birth

Key Concepts

- sexual intercourse and conception
- reproduction and birth

This section concentrates on the process of reproduction from conception to birth.

Suggested Answers

Section 2 Assignment

- The embryo is the fertilized egg from the time of conception until the end of the second month of development. The fetus is the fertilized egg from the third month of pregnancy until birth.
 - Identical twins occur when a single fertilized egg divides into two separate cell masses. Each then grows on its own and results in two identical individuals. Fraternal twins result when two ova are fertilized by two different sperm.

(8 marks)
- A Caesarean birth is one where an incision is made through the mother's abdominal wall and into the uterus. The baby is then removed and the incision is closed.
 - A doctor will perform a Caesarean section when there are medical complications that could endanger the health of the baby or the mother. Other reasons may include:
 - a large baby
 - the mother's pelvic area is too small for the baby to pass through

(6 marks)
- False Union of the sperm and egg usually occurs in the ~~vas deferens~~ ^{fallopian tubes}.
 - False The fetus and placenta are connected to each other by the ~~fallopian tubes~~ ^{umbilical cord}.
 - False A breech birth is one in which the baby's ~~head~~ ^{feet or buttocks} comes first.
 - True
 - True
 - True

(6 marks)

Section 3: Decision Making and Sexuality

Key Concepts

- respect and sexuality
- external influences on sexual attitudes
- exploitation
- forms of sexual expression
- avoidance of pregnancy
- sexually transmitted diseases
- decision making
- abstinence

This section will help students understand the importance of respect and acceptance of self and others in relation to sexuality. Students will become familiar with the purpose and function of contraceptives. They will also learn about some of the common sexually transmitted diseases.

Teaching Suggestions

For more information on sexually transmitted diseases contact

Alberta Community and Occupational Health
4th Floor, Executive Building
10105 - 109 Street
Edmonton, Alberta
T5J 1M8
Phone (403) 427-2830

For more information on birth control contact

Sexuality Division, Calgary Health Services
Phone (403) 264-3454

Suggested Answers

Section 3: Activity 1

1. a. **Blue box activity:** Students' answers will vary depending on the values their families have. You may question the students about what it would be like living with people who have different values, as opposed to living with people who have the same values.
- b. **Blue box question:** Sharon values both respect and loyalty. She will have to make a value choice.
2. Self-respect is a very valuable tool to have in making decisions – especially those related to your sexuality. If you have self-respect, you feel you are a valuable person. You will be able to better handle any problems that relate to sexuality. You can do tasks you are responsible for and you will be able to recognize your skills for accomplishing tasks. If you have self-respect, you are less likely to be taken advantage of and you are less likely to take advantage of others.
3. Assertiveness is the ability to stand up for oneself in a positive way, without harmful intentions.
4. **Blue box activity:** Students' reactions to the four statements will vary.

Section 3: Activity 2

1. **Textbook question 2:** The advantages of receiving sexuality education in school include the following:

- You receive up-to-date resources.
- It provides an opportunity to discuss sexual matters with peers.
- School provides an environment for easy discussion.

Textbook question 3: Parents may feel uncomfortable about being involved in their children's sexuality education for the following reasons:

- They are concerned about how their children will use the information.
- They may not know if their information is adequate and accurate.
- They may need to learn about sexuality as well.

Textbook question 4: Because teenagers spend much time around their parents, they pick up positive and negative messages about sexual behaviour. They learn what is talked about and what is not. They learn what is acceptable and what is not.

Textbook question 5: Some community resources may include youth groups, religious groups, medical doctors, health unit nurses, teachers, priests, library books, and other media like videos. Students may have named others.

Textbook question 6: An "askable" parent has the following characteristics:

- is open
- does not make fun of questions asked
- does not threaten or accuse the questioner
- admits if he or she does not know the answer to a question
- respects the questioner's privacy

Textbook question 7: Students' answers will vary, but may include avoiding a parent who is willing to give information, being defensive of his or her behaviour, or not wanting to accept other things parents might be able to help with.

Textbook question 8: Friends are not the best source of information about sexuality because they often have inaccurate information.

2. **Textbook question 6:** The students' answers will vary. The results should be interesting.

Section 3: Activity 3

1. a. Exploitation means being disrespectful to another person. It can involve putting that person down or taking advantage of him or her sexually.
- b. An exploited person can lose his or her sense of self-worth and self-respect and often does not understand how he or she is being used or how to stop the exploitation.
2. Students should not have any problems with identifying examples for these. Students should pick examples from current songs, television programs, movies, and magazines.
3. Most students will answer "yes" to this question. They will most frequently be aimed at young females.

Section 3: Activity 5

1. a. Contraception is any means or device that prevents pregnancy.
- b. An effectiveness rate is a figure that indicates how well a particular contraceptive method prevents pregnancy.

2. **Textbook question 3:** A person can know how effective a contraceptive is by studying the effectiveness rate, which gives figures for the reliability for typical users and careless users. Information is also available from school nurses, doctors, family planning agencies, teachers, and parents.

Textbook question 4: Some religions approve of only certain methods of contraception, while others do not allow any contraception.

3. a. Abstinence is the decision not to have sexual intercourse.
- b. Douching is washing out the vagina.
- c. Sterilization is the process of making a person incapable of reproduction.
4. **Textbook question 5:** Sexually active people might not use contraception for any of the following reasons:
- They do not believe they will become pregnant.
 - They do not know the facts about conception.
 - They are embarrassed to use contraceptives.
 - Some think it is too much of a bother and that it spoils romance.

Textbook question 6: A contraceptive used by males is the condom.

5.

Name of Contraceptive	Used by Men	Used by Women	Degree of Effectiveness	Possibility of Misuse	Side Effects
Birth Control Pills		✓	97 - 99%	must be taken consistently	blood clots, headaches, eye problems, weight gain
Condoms	✓		85 - 98%	must be used correctly	allergic reaction
Intra-Uterine Device (IUD)		✓			
Diaphragm		✓			
Contraceptive Sponge		✓			
Spermicides (Foams, Jellies, Creams)		✓			

6. Some consequences of an unwanted pregnancy include the following:
- It can affect the relationship of the couple.
 - The partners will have less time for each other when the baby is born.
 - Disagreements on child care can arise.
 - Both partners will have to work more to cover expenses and will become more tired.
 - Their education plans, life goals, and life expectations may change.
 - Sometimes an unwanted pregnancy can result in single parenthood or adoption.

Section 3: Activity 6

1. **Blue box activity:** If students write an N beside any statements, they need to learn more about STDs. If they agreed with some of the statements, they also need to become more knowledgeable about STDs.
2. **Textbook question 7:** A person infected with an STD should inform all sexual partners so they can be tested and treated, and so they will not pass the STD on to other people.

Textbook question 8: The surest way to prevent pregnancy and STDs is by abstinence.

Section 3 Assignment

1. a. Self-respect is a deep inner feeling that indicates you like the person you are.
b. Assertiveness is the ability of a person to stand up for his or her views in a positive way.
c. Exploitation is being disrespectful to another person. It can involve putting that person down or taking advantage of him or her sexually.
(6 marks)
2. When students have self-respect, they feel they are valuable people who can make decisions and handle any problems that arise regarding their sexuality. If they have self-respect, they are less likely to take advantage of others and they are less likely to let others take advantage of them.

Being assertive allows students to stand up for their beliefs and values. They are less likely to be exploited sexually. (6 marks)

3. a. Contraception is any means or device that prevents pregnancy.
b. Abstinence is the decision not to have sexual intercourse.
c. Sterilization is the process of making a person incapable of reproduction.
d. Sexually transmitted diseases are diseases that are passed on to another person through sexual contact.
(8 marks)
4. Students should have an introductory sentence, supporting sentences, and a concluding sentence to their paragraphs. Reasons for not using contraception may include any of the following:
 - They do not believe they will become pregnant.
 - They do not know the facts about conception.
 - They are embarrassed to use contraceptives.
 - It is too much of a bother.
 - It spoils romance.
 - It is against their religion.
 - Sexual intercourse is unplanned.

(12 marks)

- | | | | | |
|------|-------|-------|-------|-------|
| 5. C | 8. A | 11. D | 14. A | 17. C |
| 6. D | 9. A | 12. C | 15. A | 18. B |
| 7. B | 10. D | 13. B | 16. D | |

(14 marks – 1 mark for each of questions 5 through 18)

19. The following are suggested answers. Students may have others.

R – Respect and self-respect are important in sexual decision making.

E – Everyone has the right to say no to any behaviour that is not in accordance with their value system.

S – STDs can be prevented by not having sexual intercourse or any genital contact.

P – “Practise safe sex” is a good motto for people to follow.

O – Of all the methods of contraception, abstinence is the surest way of avoiding pregnancy.

N – Nobody goes through puberty at the same age and at the same rate.

S – Sterilization is the process of making a person incapable of reproduction.

I – IUD is a device inserted into the uterus by a doctor to prevent pregnancy.

B – Birth control pills are a very effective way of preventing pregnancy.

I – It is important to understand and know the facts about STDs.

L – Learn to make decisions that are in accordance with your attitudes and values.

I – It is important to understand and make decisions about contraception and pregnancy before becoming sexually involved.

T – There are many factors to consider when making a decision about choosing a method of contraception.

I – If one is assertive, he or she is less likely to be exploited and will likely make wise decisions relating to sexuality.

E – External influences on sexual attitudes include the home, media, school, peers, and community.

S – Sexually transmitted diseases are serious.

(14 marks)

Module 6: Culminating Project

Overview

Module 6 is intended as an alternate for completion by those students who choose not to complete Module 5: Human Sexuality.

Students are encouraged to expand their exploration on topics in other Health and Personal Life Skills 8 modules, particularly those relating to body knowledge and care, self-awareness and acceptance, and relationships.

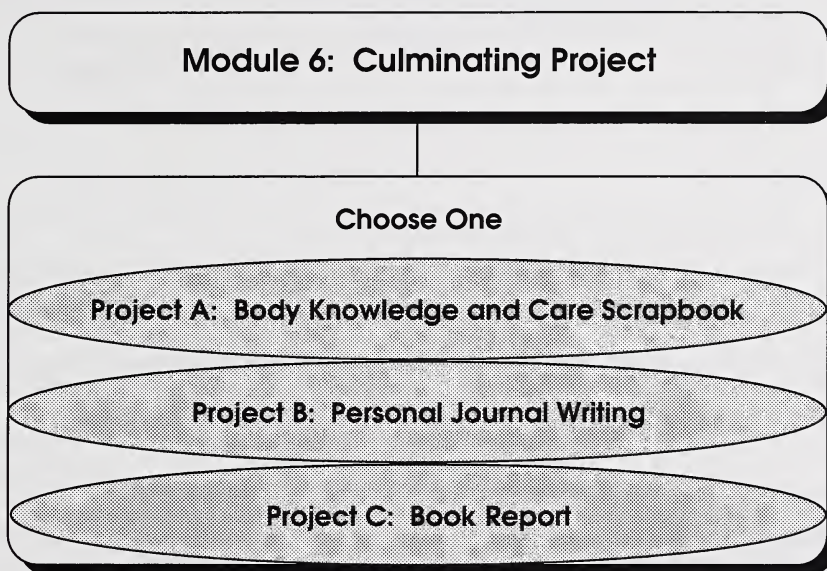
Project A offers students the opportunity to learn more about nutrition, their personal eating habits, and about teenage eating disorders.

Project B affords students an opportunity to develop skills in personal journal writing.

Project C encourages students to begin critical reading in health and personal life skills areas which hold special interest for them.

The projects of Module 6, if completed conscientiously, require much effort and emotional investment on the part of the students.

It is equally important, however, that the projects be viewed as enjoyable, and as “time out” activities – chances for students to be creative and to give relaxed thought to their lives and surroundings. It is in setting this tone for the project module that the influence of the learning facilitator may be most importantly felt.



Evaluation

The evaluation of this module will be based on the completion of one project.

The project chosen by the students will be graded out of 100 marks. The following mark breakdown is suggested.

Project A: Body Knowledge and Care Scrapbook

• clipping file	25 marks
• collage	10 marks
• analysis of breakfast foods	10 marks
• discussion of importance of adequate breakfast	10 marks
• eating disorder report	25 marks
• creativity shown in scrapbook design and organization	10 marks
• neatness and general appearance of scrapbook	<u>10 marks</u>
Total	100 marks

Project B: Personal Journal Writing

• The journal entries cover adequate time period of thirty days.	25 marks
• The journal entries show evidence of serious student effort to develop journal-writing skills.	40 marks
• The journal entries show that the student has reflected on past entries.	25 marks
• general impression	<u>10 marks</u>
Total	100 marks

Project C: Book Report

• The book report shows evidence of careful and complete reading of the book chosen.	25 marks
• The book report shows evidence that the student has attempted to apply ideas from the book to current circumstances.	35 marks
• The book report is well organized, with examples given when appropriate.	15 marks
• The book report shows evidence that the author of the book was researched (i.e., author's background, other books by same author).	10 marks
• good spelling and grammar; neat appearance	<u>15 marks</u>
Total	100 marks

Resources and Materials

In guiding students to complete the work of this module, the learning facilitator's main role is to provide motivation.

Materials needed to complete Projects A and B are very basic – paper or scrapbook, scissors, writing materials, materials to cut and glue, newspapers, magazines, and reference books. The bulk of the material presented in the scrapbooks and journals must be the result of the students' own creative efforts.

In Project C, the students must choose books to read and review. Help in securing one of the suggested books or another book deemed acceptable by the learning facilitator (if the learning facilitator will be evaluating the project) may be much appreciated by the students.

Suggestions for Introducing the Module

Although Module 6 is intended as a culminating module in Health and Personal Life Skills 8, students should be introduced to Module 6 and encouraged to choose their projects early in their Health and Personal Life Skills 8 course of studies.

Project A involves some self-analysis. If students realize early that they will be choosing this project, this knowledge may increase motivation for activities in Module 4 of the course. Also, it may take time to gather materials which students want to incorporate into their body knowledge and care scrapbook, and so an early start on this planning may be advisable.

Project B will require a minimum of thirty days to complete. Therefore, students who choose this project may wish to begin its development while working on Modules 1 to 4 of the course.

Project C involves searching for and reading a book related to the Health and Personal Life Skills 8 course of studies. This book search and reading may require a lengthy time period and, therefore, should be started early.

Module 6 may, then, be introduced early as a culminating focus for the course. This will allow students to make needed arrangements for project completion and should increase motivation for the work of Modules 1 to 4.

Project A: Body Knowledge and Care Scrapbook

The objectives of this project are as follows:

- to allow students to research magazines and newspapers for information on foods and nutrition
- to provide a channel for students to analyse some of their eating habits
- to provide students the opportunity to explore some eating disorders
- to provide students the opportunity for satisfying creative activity

Evaluation should take into consideration the degree to which the students take advantage of the opportunities for creativity and analysis provided by their projects.

Project B: Personal Journal Writing

The objectives of this project are as follows:

- to introduce journal writing as a skill useful to in providing social and emotional growth for students
- to introduce students to a variety of journal-writing suggestions and provide an opportunity to experiment with these ideas and practise journal-writing skills
- to allow students the opportunity to self-disclose and receive empathetic feedback

Of the three projects in this module, Project B involves the highest level of willingness to self-disclose.

Learning facilitators who have a number of students attempting this project may introduce exercises such as guided imagery and dream interpretation, which may increase the richness of journals, but which require a learning facilitator to introduce, guide, and monitor the learning experience. A number of exercises of this type are outlined in the following texts.

These texts have not undergone the standard review procedures of Alberta Education. Their titles are provided as a service only, to help local jurisdictions identify potential useful teacher reference resources. The responsibility for evaluating these resources before use rests with the local jurisdiction.

Progoff, Ira. *At a Journal Workshop*. New York: Dialogue House Library, 1975.

Rainer, Tristine. *The New Diary*. Los Angeles: J.P. Tarcher Inc., 1978.

Simons, George F. *Keeping Your Personal Journal*. New York: Paulist Press, 1978.

Examples of published journals may be introduced as a motivational technique. However, the learning facilitator could find that this limits rather than expands students' experimentation and creativity, as students may copy examples of journal writing style rather than creating their own style.

Learning facilitators must keep in mind that journal writing will be a very new skill for most students. An extremely high level of disclosure and analysis cannot be expected. The learning facilitator should encourage attempts to use the journal as an emotional sounding-board and to analyse personal feelings whenever this is attempted. The learning facilitator should also encourage detail in the descriptive word pictures of journal entries. The right to deny the learning facilitator access to a certain minimum number of entries by covering these entries when the project is submitted for evaluation must be respected.

Project C: Book Report

The general objectives of this project are as follows:

- to allow students the opportunity to explore in more detail an aspect of health and personal life skills which they find interesting
- to encourage appreciation of books as vehicles for continued learning and self-growth
- to afford students practice in relating vicarious experience to their own lives and circumstances

It is important that students choose books they have not previously read in order to complete this project. This will assure that their book reports provide an extension of knowledge for the students.

The focus of the project is the experience of reading the chosen book. The book report guides the students in an analysis of insights from the book and the application of these insights to the students' own lives. The book report also provides a basis for evaluation of the students' efforts in undertaking such analysis.

Teaching Suggestions

You may wish to have your students share their book reports or some aspect of their reports with the rest of the class. This sharing can take many forms.

- Students can bring small boxes from home to make dioramas of scenes from their books. Encourage them to be creative in the materials they choose, for example, using plasticine, popsicle sticks, construction paper, etc.
- Students may try writing what the books would say about themselves if they could talk.
- Students could prepare different types of interviews including those between
 - a magazine reporter and the author of the book
 - a magazine reporter and a character in the book
 - the author and a character in the book
- Students can make puppets to help dramatize events in their books or to portray some characters in their books to the class.
- Students can be encouraged to dramatize exciting parts of their books. Those dramatizations can be presented to the class.
- Students can dress up as their favourite book characters for a day.
- Students can design posters which show some exciting parts in their books.
- If the students decide to present their book reports orally, they may like to draw pictures on overhead transparencies to go along with their oral presentations.
- Students can make plasticine models or soap carvings of their favourite character(s) in their books.

Final Test

Included here is the answer key to the final test and the student's copy of the final test which is designed for photocopying and possible faxing.

Note:

The answer key and student's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

HEALTH AND PERSONAL LIFE SKILLS 8

FINAL TEST ANSWER KEY

Part A: Multiple-Choice Questions (16 marks)

- | | | | |
|------|------|-------|-------|
| 1. C | 5. A | 9. A | 13. D |
| 2. D | 6. C | 10. D | 14. C |
| 3. D | 7. D | 11. C | 15. B |
| 4. D | 8. B | 12. D | 16. D |

Part B: Short-Answer Questions (12 marks)

1. Surprise drugs are those drugs that people take every day without realizing it: the caffeine in cocoa, coffee, and cola drinks; the nicotine in cigarettes; and alcohol. **(4 marks)**
2.
 - a. Tolerance means that over time and with regular use a user needs more and more of a drug to get the same effect. **(2 marks)**
 - b. A double standard is a situation in which certain actions are acceptable for one group and not another. **(2 marks)**
 - c. A role means acting in a certain way because one is in a particular situation. **(2 marks)**
 - d. An OTC drug is a drug that is purchased without a prescription. **(2 marks)**

Part C: Case Studies (30 marks)

1. The students should mention any five of the following:
 - Stand up for what you believe in and you will be able to resist peer pressure.
 - Do not follow the crowd. Be yourself and continue to develop as an individual. You are unique and a special individual.
 - Select your friends carefully.
 - Do not worry about belonging to a group.
 - Spend time with people you feel comfortable around.
 - Do not be afraid to say “no.” It is your life, not your friends’.
 - If your friends are true friends, they will understand when you tell them about feeling pressured.
 - Know what is important to you. Set your limits. Remember that it is okay to have different values than your friends.
 - Think about the consequences of your actions before something bad happens.
 - Be accountable and responsible for your actions.**(10 marks)**
2. Some suggestions for changing angry feelings to happier ones include the following:
 - Be willing to admit your angry feelings. Do not try to pretend that they do not exist.
 - Let out your angry feelings rather than keep them bottled up inside. To do this, find someone with whom you can talk over your feelings. It can be a friend, family member, teacher, relative, etc.
 - Sit down and write about how you feel.
 - Drawing pictures can help.
 - Go for a walk; relax; watch television; or do something you enjoy.**(10 marks)**

3. Students can suggest any five of the following:

- Speak out because you are worth listening to.
- Do not put yourself down. You are human. Everyone makes mistakes sometimes. Try to learn from your mistakes. Try not to let them get you down.
- Trust yourself. Only you see through your eyes, hear through your ears, and feel your feelings.
- Be proud when you do your best. Say thank you when others tell you that you did a good job.
- Praise others when they do a good job. Remember that you are the only one in the world who is you.
- Think good thoughts about yourself and believe in yourself.
- Express interest and faith in his abilities.
- Offer your support. (You reinforce or strengthen his attitude about himself.)
- Treat him in a positive way by cooperating, being understanding, and giving compliments.

(10 marks)

Part D: Short Essays (30 marks)

1. The essay should have a title, good introductory and concluding paragraphs, and supporting paragraphs.

Students may suggest any of the following:

- Wear a seatbelt regardless of the distance you are travelling.
- Insist that all passengers in the vehicle wear a seatbelt.
- Pay attention to all the traffic laws and signs.
- Follow all speed limits.
- Be sure your vehicle is in good operating condition and safe to drive. Be sure the engine is tuned up, and that the brakes, tires, and horn are all in good working order.
- Do not run a vehicle in a closed garage.
- Drive responsibly. Be sure to have a licence and adequate insurance.
- Do not drink and drive.
- Drive according to the road and weather conditions.
- Learn to drive from an expert.

(15 marks)

2. The essay should have a title, good introductory and concluding paragraphs, and supporting paragraphs.

Students should include some of the following in their essays. Good nutrition is important for the following reasons:

- It is needed by the body to work efficiently.
- It provides one with the energy to perform activities.
- It helps prevent
 - figure and skin problems
 - crankiness and fatigue
 - lack of concentration to do one's work
 - infections
 - tooth decay

Canada's Food Guide to Healthy Eating helps you make wise food choices. The rainbow side places foods into four groups: grain products, vegetables and fruit, milk products, and meat and alternatives. It also tells about the kinds of foods to choose for healthy eating.

The bar side of the *Food Guide* helps you decide how much you need from each group every day. It shows you serving sizes for the different foods. It also explains that different people need different amounts of food. The *Food Guide* suggests eating a variety of foods from each group every day and choosing lower-fat foods more often. It offers these suggestions for reducing fat:

- Choose whole grain and enriched products more often.
- Choose dark green and orange vegetables and orange fruit more often.
- Choose lower-fat milk products more often.
- Choose leaner meats, poultry, and fish, as well as dried peas, beans, and lentils more often.

(15 marks)

Part E: Human Sexuality (12 marks)

- | | | | |
|------|------|------|------|
| 1. D | 3. C | 5. A | 7. D |
| 2. B | 4. B | 6. A | 8. C |

9. The two key ways to practise safe sex are as follows:

- reduce the number of sexual partners
- avoid the exchange of blood, semen, and vaginal fluids

(4 marks)

Part F: Culminating Project (12 marks)

- | | | |
|------|------|------|
| 1. A | 3. C | 5. C |
| 2. D | 4. D | 6. B |

7. Students may suggest any of the following:

- allows them to organize their events and activities to meet the expectations of others as well as themselves
- helps in achieving goals
- reduces frustration
- allows for planning their schedules around times of high and low energy levels

(3 marks)

8. Students should indicate any three of the following:

- makes one feel important
- enables one to see his/her strengths and weaknesses
- serves as a sounding board
- gives one encouragement when he/she needs it
- helps one to learn who he/she is
- offers one the opportunity to make friends
- gives one a feeling of companionship, security, and belonging
- helps one develop his/her communication skills
- helps one feel comfortable with a larger number of people

(3 marks)

HEALTH AND PERSONAL LIFE SKILLS 8

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO** HOURS TO COMPLETE THIS TEST. Work quickly through all of Parts A to D and either Part E or Part F answering the questions you are sure you know. You will then be able to concentrate on the more difficult questions.

TOTAL MARKS: 100

PART A: Multiple-Choice Questions 16 marks

PART B: Short-Answer Questions 12 marks

PART C: Case Studies 30 marks

PART D: Short Essays 30 marks

PART E: Human Sexuality 12 marks

OR

PART F: Culminating Project 12 marks

Important:

All students complete PARTS A to D inclusive.

If you completed Module 5 (Human Sexuality) of the Health and Personal Life Skills 8 course, you must also complete PART E of this test. If you opted out of Module 5, and instead completed Module 6 (Culminating Project), you must complete PART F of this test.

Value **PART A: MULTIPLE-CHOICE QUESTIONS**

16 Part A is worth 16 marks of the total examination mark.

Read each question carefully and decide which of the choices **best** completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

(1 each)

1. A time plan is
 - A. a way of organizing different obligations, responsibilities, and activities
 - B. a way of planning one's obligations, responsibilities, and activities over a long period of time
 - C. a list (mental, informal, or written) of obligations, responsibilities, and activities
 - D. a way of organizing one's time efficiently
2. Drug abuse occurs when one
 - A. uses a drug meant for someone else
 - B. uses a drug for longer than necessary
 - C. uses a drug that is harmful or illegal
 - D. all of the above
3. A situation in which a person or group is judged by sex, race, religion, or other personal characteristics is called a(n) _____.
 - A. role
 - B. double standard
 - C. androgyny
 - D. stereotype
4. The relationship cycle includes
 - A. meeting someone
 - B. sharing and communicating
 - C. developing the friendship
 - D. all of the above
5. Professionally trained adults who are paid to provide care for children in need of a temporary home away from home are a part of this family structure
 - A. group
 - B. adoptive
 - C. foster
 - D. extended

6. An aggressive person
 - A. is able to express feelings and wants in an honest way
 - B. does not hurt others to meet his or her own needs
 - C. is critical of others, demanding, and meets his or her own needs at the expense of others,
 - D. is quiet and lets others make decisions for him or her

7. Fat is needed in your body
 - A. to carry fat-soluble vitamins
 - B. to provide energy
 - C. to insulate your body and keep it warm
 - D. all of the above

8. This is a group of people who are about the same age and who have similar interests, experiences, abilities, and ideas.
 - A. blended family
 - B. peer group
 - C. family
 - D. nuclear family

9. A covering letter
 - A. accompanies and introduces the résumé
 - B. summarizes one's training, education, and experience
 - C. lists people to speak on one's behalf about one's personality, character, performance, habits, and activities
 - D. summarizes one's obligations, responsibilities, and activities

10. The kinds of decisions a person makes are influenced by
 - A. his or her values
 - B. his or her behaviour style
 - C. the kinds of choices available
 - D. all of the above

11. In this family structure, there are several generations or branches of the same family living together.
 - A. nuclear
 - B. blended
 - C. extended
 - D. group

12. Which strategy will successful job hunters use to make them employable?
- A. communication skills
 - B. résumé and covering letter
 - C. job specific skills
 - D. all of the above
13. A drug is
- A. something you buy in a drugstore
 - B. something a doctor prescribes
 - C. any substance that is put into your body or onto your body and changes the way your body works
 - D. any substance, other than food, that is put into or onto your body and changes the way your body or mind works
14. Anemia is caused by a lack of
- A. phosphorus
 - B. iodine
 - C. iron
 - D. calcium
15. Mayla is looking for a part-time job. She has prepared a list of people to call whom she thinks might hire her. Which decision-making step has Mayla completed?
- A. Identify and understand the problem.
 - B. Gather information about all the possible solutions and choices.
 - C. Carry out the plan of action.
 - D. Evaluate the decision and plan.
16. A mood swing
- A. is a change in one's feelings within a short space of time
 - B. is usually unpredictable
 - C. seems to occur often and sometimes without warning during adolescence
 - D. all of the above

PART A: RESPONSE PAGE

- _____ 1.
- _____ 2.
- _____ 3.
- _____ 4.
- _____ 5.
- _____ 6.
- _____ 7.
- _____ 8.
- _____ 9.
- _____ 10.
- _____ 11.
- _____ 12.
- _____ 13.
- _____ 14.
- _____ 15.
- _____ 16.

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Value

PART B: SHORT-ANSWER QUESTIONS

12

Part B is worth 12 marks of the total examination mark.

Answer the following questions in complete sentences. Give examples where necessary to help clarify your answer.

(4 marks)

1. Describe what surprise drugs are and give some examples.

2. Define the following terms.

(2 marks)

a. tolerance

(2 marks)

b. double standard

(2 marks)

c. role

(2 marks)

d. OTC drug

Name of Student	_____	Student I.D. #	_____
Name of School	_____	Date	_____

Value

PART C: CASE STUDIES

30

Part C is worth 30 marks of the total examination mark.

Answer all questions in complete sentences.

(10 marks)

1. Your friends have a great deal of influence on you. Some of these influences are positive, but unfortunately, some can be negative.

You have noticed lately that every time you are with your group of friends, they want to drink and drive around town. You are totally against this. How would you handle this situation?

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Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

(10 marks)

2. Marinella becomes very angry with her younger brother when he teases her about her male friends when they call her on the phone.

How can Marinella change these angry feelings to happier ones?

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Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(10 marks)

3. Jean-Luc has a negative self-concept. He asks you for advice on how to improve his self-concept. What solutions would you suggest for him improving his self-concept?

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Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Value

PART D: SHORT ESSAYS

30

Part D is worth 30 marks of the total examination mark.

Write two short essays on the following topics. It is suggested you spend about 20 minutes developing your essay for each topic, with a suggested total minimum time of 40 minutes spent on both essays. Observe the rules of spelling, grammar, sentence structure, and paragraph construction in writing each essay. Begin with an introductory paragraph and end with a summary or concluding paragraph. Be sure to give your essay a title.

(15 marks)

1. Imagine that you are a parent teaching your teenage daughter about some of the safety procedures to follow for minimizing motor vehicle accidents. In an essay, indicate what you teach your daughter.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

(There is more room for your work on the next page.)

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

(There is more room for your work on the next page.)

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

[illegible]

Name of Student _____ Student I.D. # _____
Name of School _____ Date _____

(15 marks)

2. In a short essay, describe the importance of good nutrition and why following *Canada's Food Guide to Healthy Eating* ensures good nutrition.

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(There is more room for your work on the next page.)

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(There is more room for your work on the next page.)

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Value**PART E: HUMAN SEXUALITY****12**

Part E is worth 12 marks of the total examination mark.

Questions in this portion of the test are to be attempted only by students who completed Module 5: Human Sexuality as part of their Health and Personal Life Skills 8 course. Students who did not elect to complete Human Sexuality studies, but instead completed Module 6, will omit PART E of the test and continue with PART F.

Read each question carefully and decide which of the choices **best** completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

(1 each)

1. The process by which egg cells are ripened and discharged from the ovaries is called
 - A. menstruation
 - B. conception
 - C. fertilization
 - D. ovulation
2. Sterility is
 - A. the fertilization of an ovum by a sperm
 - B. the inability to reproduce
 - C. washing out the vagina
 - D. removing the penis before ejaculation
3. This organ is formed in the uterus during pregnancy to nourish the developing fetus.
 - A. umbilical cord
 - B. amnion
 - C. placenta
 - D. hymen
4. This way of avoiding pregnancy is considered to be permanent and is done by surgery.
 - A. abstinence
 - B. sterilization
 - C. fertility awareness method
 - D. diaphragm

5. People who are HIV positive may not develop this sexually transmitted disease for many years, but they can pass on the virus.
- A. AIDS
 - B. chlamydia
 - C. herpes genitalis
 - D. syphilis
6. This method of birth control is 99 percent effective, must be prescribed by a doctor, and prevents ovulation.
- A. the pill
 - B. the condom
 - C. the IUD
 - D. the diaphragm
7. Sexual attitudes and behaviour are influenced by
- A. home and school
 - B. media and community
 - C. peers
 - D. all of the above
8. Which statement is true?
- A. Masturbation is harmful.
 - B. The umbilical cord protects the embryo from bumps and jolts.
 - C. Individuals must learn to handle sexual involvement in a responsible manner.
 - D. The prostate gland produces sperm cells and testosterone.

PART E: RESPONSE PAGE

1.

_____ 5.

_____ 2.

6.

_____ 3.

_____ 7.

_____ 4.

8.

(4 marks)

9. What are two key ways to practise safe sex?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Value**PART F: CULMINATING PROJECT****12**

Part F is worth 12 marks of the total examination mark.

Questions in this portion of the test are to be completed only by students who opted out of Human Sexuality studies, but instead completed Module 6: Culminating Project as part of their Health and Personal Life Skills 8 course.

Read each question carefully and decide which of the choices **best** completes the statement or answers the question. Locate the question number on the Response Page and place your answer in the corresponding blank.

(1 each)

1. The nutrient required for growth and repair of body cells is
 - A. protein
 - B. vitamin C
 - C. fat
 - D. vitamin K
2. A crisis can be best defined as
 - A. a particular event that disturbs a person's usual way of behaving
 - B. a particular event that makes a person respond in a violent manner
 - C. the feeling of distress a person has when experiencing tense or undesirable situations
 - D. a sudden event that needs immediate action and causes hardships for families
3. Exchanging thoughts and messages by speech, writing, or gestures is known as _____.
 - A. friendship cycle
 - B. sharing
 - C. communication
 - D. paraphrasing
4. Illegal drugs
 - A. cannot be legally sold or bought in Canada
 - B. are not approved by the Canada Food and Drug Directorate
 - C. cause side effects like allergic reactions, drowsiness, and upset stomach
 - D. both A and B
5. Androgyny is
 - A. a situation in which certain behaviours are appropriate for one sex
 - B. the study of one's self-concept
 - C. a situation in which one feels comfortable expressing qualities once attributed to one sex
 - D. a belief and image that people have about themselves

6. This vitamin helps the healing of wounds, is necessary for healthy teeth and gums, and increases resistance to infections.
- A. vitamin A
 - B. vitamin C
 - C. vitamin D
 - D. calcium

PART F: RESPONSE PAGE

_____ 1. _____ 4.
_____ 2. _____ 5.
_____ 3. _____ 6.

(3 marks)

7. What evidence can you list for the importance of good time management in your life?

[illegible]

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(3 marks)

8. What do you think about the importance of belonging to a peer group?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Name of School _____ Date _____

TEACHER QUESTIONNAIRE FOR HEALTH AND PERSONAL LIFE SKILLS 8

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes ☐ No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes ☐ No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

☐ Yes ☐ No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

☐ Yes ☐ No If no, explain.

5. The Learning Facilitator's Manual contains Assignment answers and a sample test. Did you find these helpful?

☐ Yes ☐ No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

☐ Yes ☐ No If no, explain.

7. Were students motivated to try these Follow-up Activities?

☐ Yes ☐ No If no, give details.

8. Suggestions for video activities are included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

9. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

10. Did you fax assignments? ☐ Yes ☐ No

11. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Was the reading level appropriate?

☐ Yes ☐ No If no, give details.

5. Was the work load adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development Unit
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.



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